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THE PRESENT EDUCATIONAL SYSTEM
OF
GREECE

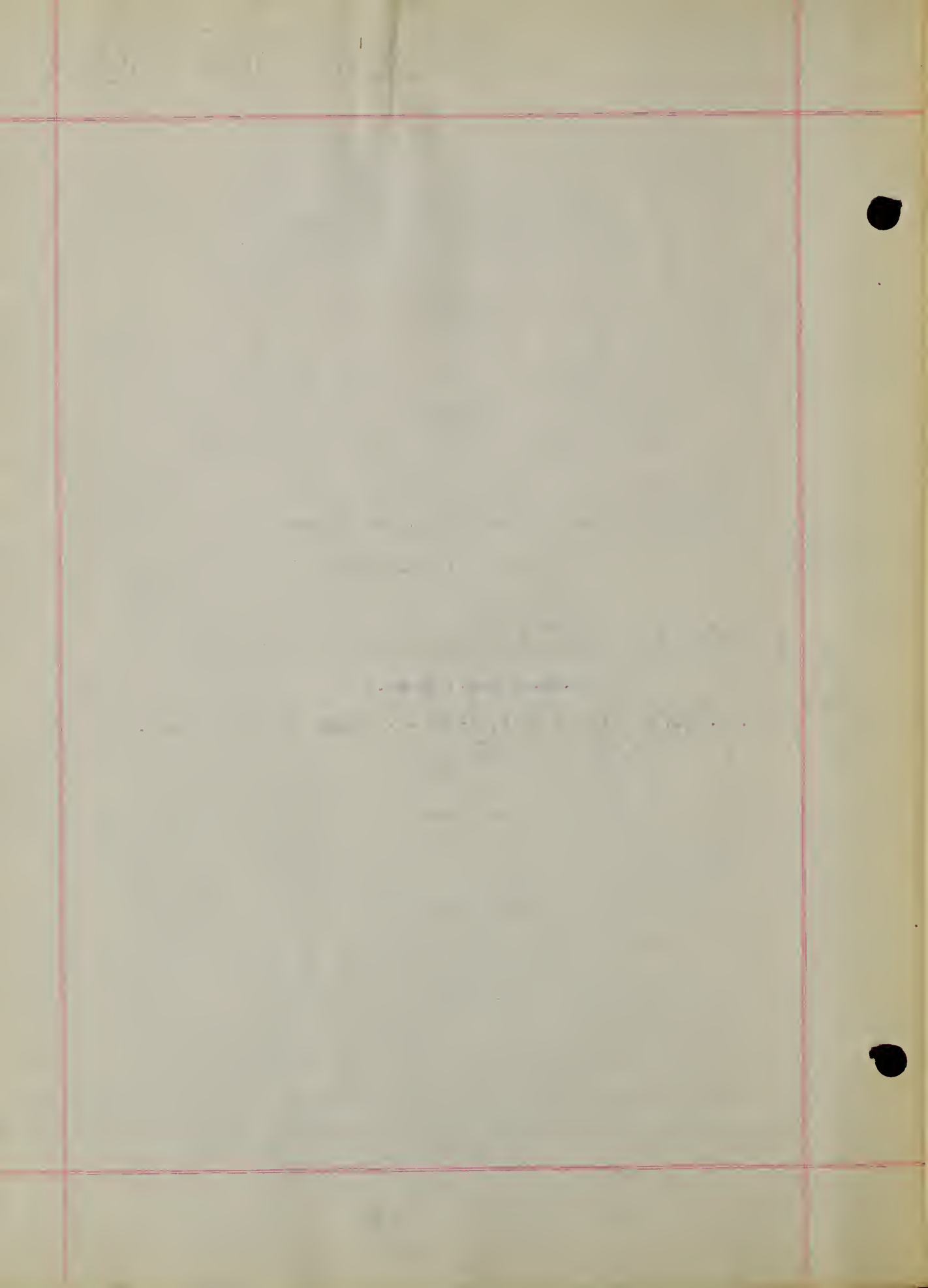
A Thesis Presented for the Degree of
Master of Education
By

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B.Sc. Athens University 1923; A.M. Athens University 1924.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
1932

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THE PRESENT EDUCATIONAL SYSTEM
OF
GREECE



INTRODUCTION

The glory that was Ancient Greece is the common inheritance of all. There is hardly a school-boy who does not know something about its fame, and to scholars, the days and ways of Ancient Greece, its importance in the fields of art and philosophy, etc., are familiar ground.

But in looking down through the space of centuries, into the past for their knowledge of Greece, we may liken most of them to mountain-climbers, who, anxious and eager to see the view as far as they can into the distance, entirely overlook that which is immediately before them. In other words, we find that nearly everyone has knowledge of the view in the distance,--Ancient Greece--as seen in its distant centuries, but few who know about the Greece of today, and which is immediately at hand.

Greece is a republic of about 49,036 square miles, with a population of 6,204,684*. The history of Greece during the past one hundred years, has been a history of the struggles of the Greek people to make of their country a modern state, and to liberate from the Turkish yoke, the millions of unredeemed Greeks. This latter was achieved gradually, and after an heroic struggle.

* Census of 1928

It is indeed a great romance, the formation of modern Greece. In 1830, Greece started with a population of 200,000, and by 1923 had succeeded in liberating and bringing under the Greek flag 6,600,000 Greeks, all of whom had felt the scourge of Turkish oppression.

After a gigantic struggle for independence, which lasted from 1821-1829, she emerged,--ruined, decimated, denuded of forests and exceedingly poor, but nevertheless as victorious and glorious in spirit as the classical Greece of old.

That heroic struggle brought into existence a free country, which consisted of a little corner in the Greek peninsula, but which now, because of continuous struggles, reaches Albania and Rodope in the north, Andrianople in the east, and embraces all the Greek islands except the Dodecanese and Cyprus.

With the enlargement of Greece territorially, the progress in its interior went on. The Greek people had lost much while lying prostrate for centuries under the rule of the Turks. For centuries darkness had been spread over the land of Phidias and Pericles, and over the greatest culture that the world has ever known.

From 1453, when Constantinople fell to the Turks, until the time Greece became independent, education was almost an unknown thing to the people. Only in the last century before the liberation were a few schools created for the whole of Greece. Only the children of the rich Greeks could afford to be sent to study in these schools. The great majority of the people remained illiterate. Moreover, the physical and mental characteristics of the people, their language and their customs,

1. The first part of the report deals with the general situation of the country and the progress of the work during the year. It is divided into two main sections: the first section deals with the general situation of the country and the progress of the work during the year, and the second section deals with the results of the work during the year.

2. The second part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

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showed the effect of the Turkish misrule. No people, indeed, has long remained under domination without loss of initiative, and of the best elements of its character.

All through this past century of independent national life the Greek people have struggled to shake off the horrible effects of the Turkish misrule, and to dig out and reassert its ancient manhood.

The first thing the Greeks strove against was illiteracy. The Greek has a passion for excellence and progress unique in that part of the world, and an equal passion for education and learning. "Letters" are to them a sign of distinction, and an "unlettered" man is a term of contempt. Whenever the Greek is poor or ignorant or backward, he is so against his will.

The results of a century of educational effort are now patent. Education and learning are so extensive in Greece that there is actually an intellectual proletariat in the country.

There are two large universities, one at Athens, and one at Salonika; a Greek-American college in Athens, and another at Phaleron for girls; the Anatolia college, and an American agricultural college in Salonika. Several hundreds of liberal high schools, commercial and agricultural schools form the secondary education.

There is a large group of intellectuals in Greece, which is comprised of poets, artists, statesmen, jurists, etc., who have attained world-wide fame, such as Venizelos, Politis, Palamas, Demetriades, and many others.

The greatest modern accomplishment of the Greeks is the absorption

of 1,500,000 destitute and shelterless refugees, who were thrown on the shores of Greece after the Ionia disaster.* A people numbering a little over 5,000,000, with limited resources, was able to care for, and to absorb 1,500,000 Greeks, who had for four centuries, known nothing but Turkish misrule,---an achievement without its parallel in the world's history.

* The greek army, which had taken possession of a great part of Asia Minor since 1918, was forced to abandon it hurriedly, in 1922, and return to Greece, carrying with it the greek population of Asia Minor, which had lived there for centuries, in order to save them from the sword of the Turk.

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Mr. Henry Morgenthau does not exaggerate the truth in saying in his book* that "Greece is a poor country, but the Greeks are a valuable people. The wealth of Greece lies in their courage, their energy, their lively minds, and their physical virility. The amazing progress that has been made in six years toward absorbing a 25% increase in population speaks volumes for the character of the absorbers and the absorbed."

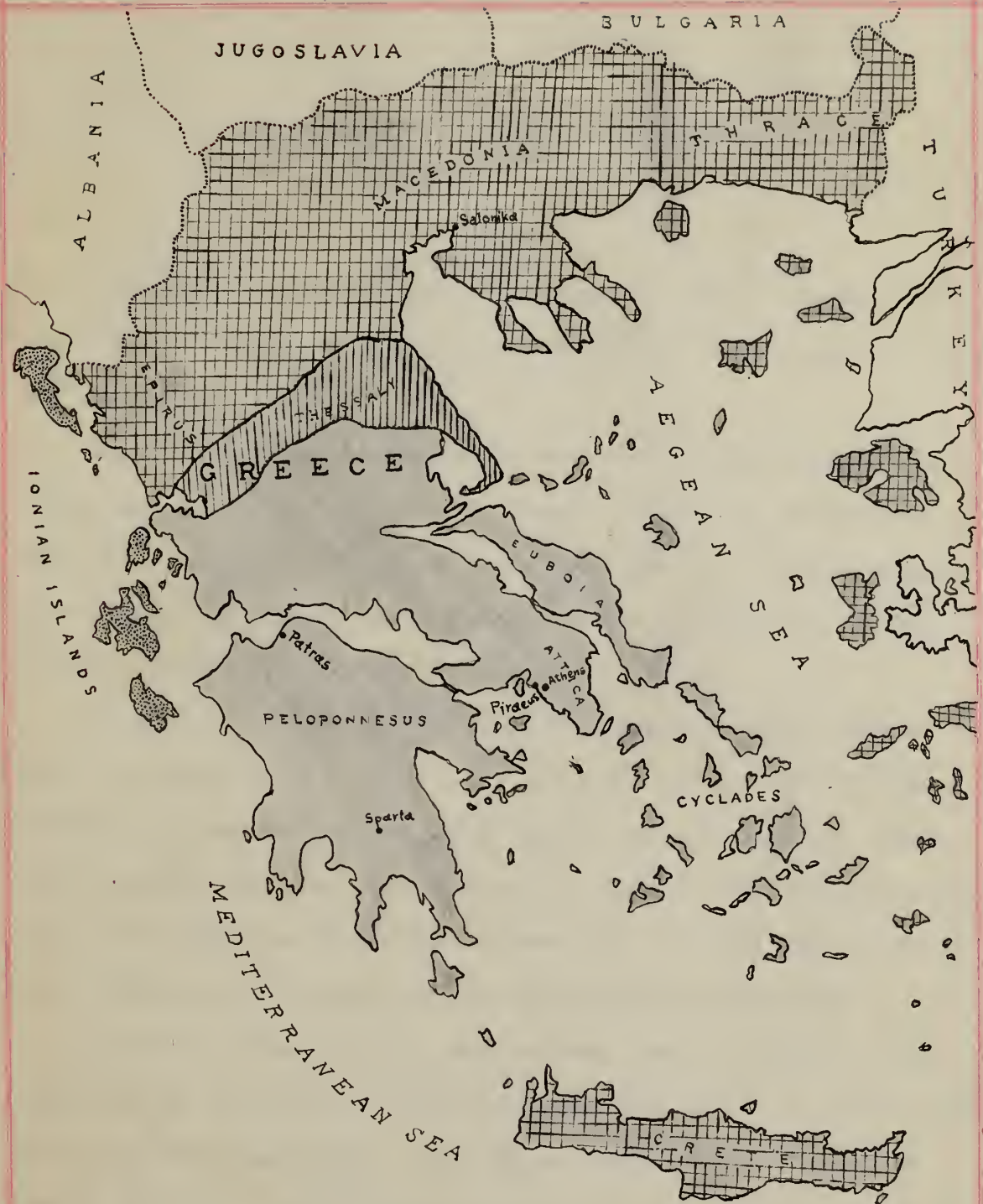
Lastly, this concentration of practically the whole Greek nation in one state has now brought to an end the perpetual struggle of the Greek people for the liberation of those enslaved Greeks. The people are thankful for the net territorial results of the first century of their country's existence, and since then, their main business has been to consolidate and organize what they have obtained, and to develop the productive forces of their country, both material and spiritual.

When the war was over in 1922, the nation's first problem was to increase the level of general literacy, a thing essential to a country with a democratic form of government** and which wished to regain and maintain its former illustrious standing among the nations of the world.

To do this, it was necessary to establish a system of public education, inclusive in its scope, and progressive in its aim. To this end, it planted the seed of its present educational system, which, in spite of its precarious economic status, we see flowering today.

* Henry Morgenthau: "I Was Sent to Athens", p. 288

** Since 1924, Greece has been a democracy.



TERRITORIAL EXPANSION OF GREECE FROM 1831-1922

SCALE OF MILES
0 10 20 40 60 80

1831 1864 1881 1922



THE PHILOSOPHY UNDERLYING THE GREEK

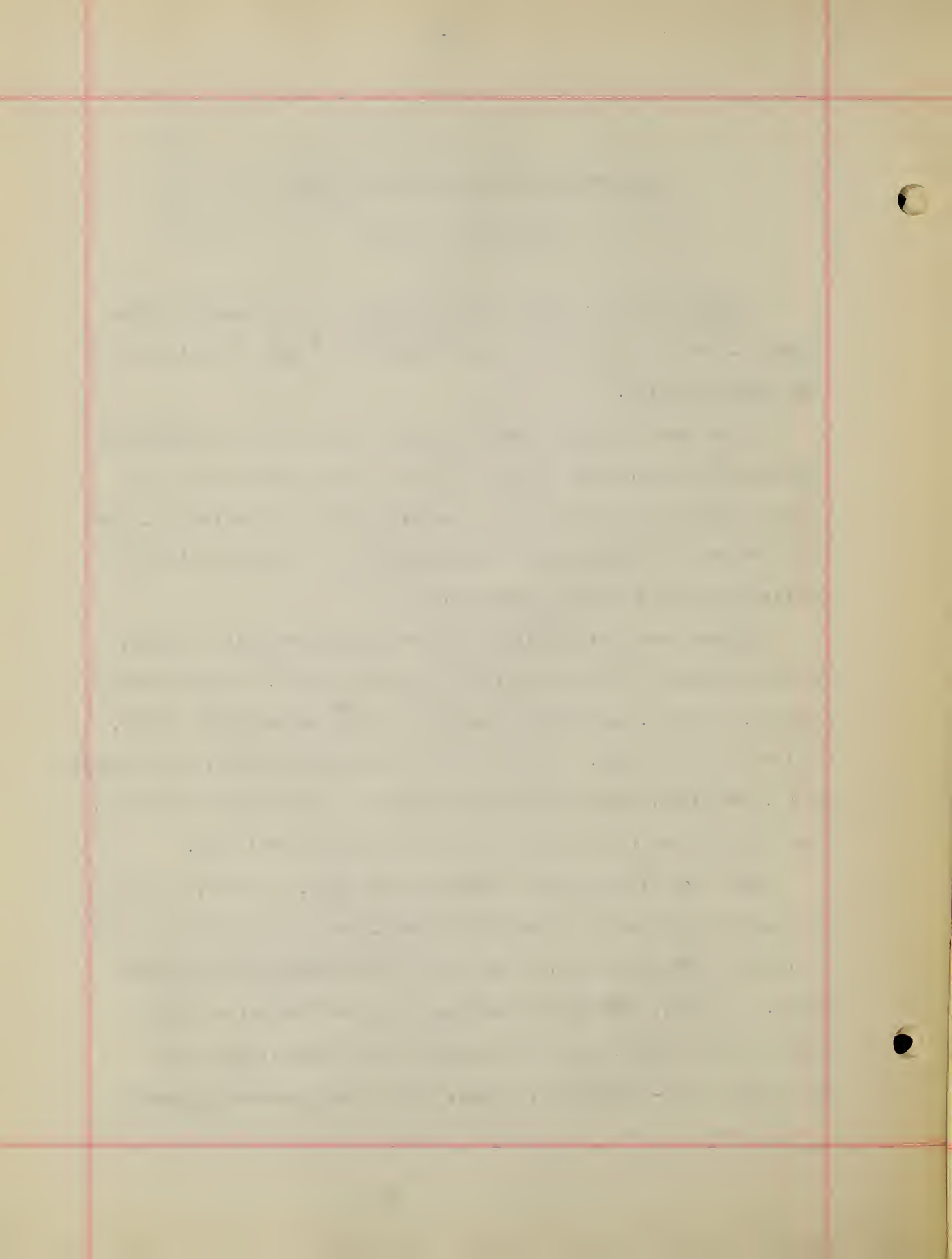
EDUCATIONAL SYSTEM

To study a nation's educational system and the philosophy underlying it, requires a rather intimate knowledge of that nation's history and characteristics.

In the case of modern Greece, we must seek to find the philosophy underlying her education through a study of her action, rather than attempt to determine her action by the principles of a philosophy, and that because the philosophy of Greek education is a product of the historic evolution of the Greek people.

Everyone knows the peculiar state of affairs of Ancient Greece, which influenced its educational and national history. A multitude of peoples, dialects, and varied topography encouraged among the Greeks, individualistic trends. Even in times of otherwise internal and external peace, the rivalry and contention between the districts was carried on, and increased until it ended in the catastrophe of civil wars.

Only a few times was this disunion swept away, by the proud consciousness of the unity of everything Greek, and of its difference from everything barbarian; once, at the time of the expansion of Persian power, and later, when the military power of the Macedonians forced a closing of the ranks. It was then, due to the suggestions and the diplomacy of far-sighted politicians, that Greece presented a united



front. But in the former case this instance was too short-lived, and in the latter case, it came too late.

We can, therefore, more easily understand the passion with which the greatest of great-hearted Greeks, Plato and Demosthenes, expressed their longings in the Utopian program for a Greek national education,--an education of strongly differentiated individuals for citizenship in an organic national unit.

Centuries passed by, and with them, Greek generations succeeded each other,--generations which passed on from one to the next, the ruinous characteristic of the race,--that is, the individualistic bent. And it was destined for Greece to pay for these individualistic tendencies of her people with her very existence. Not only once, but several times did she fall under the yoke of conquerors, because of the lack of a vivid national consciousness, and of a uniform national character; but her last fall, in 1453, was worse than any previous one. Greece, at that time, fell under the yoke of a barbarous conqueror, the all-conquering Moslem, which at that time was menacing all Europe.

For years the Greeks were so absolutely under the heavy heel of the Turkish conqueror, that the thought of ever freeing themselves must have seemed to them a dream beyond the possibility of realization.

That calamity, to what was formerly a glorious race, was the medium which furnished again the incentive of changes in the Greek character. The chains of slavery, very heavy and obnoxious for the liberal Greek neck, made the Greeks burn with desire for their lost

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liberty, and dignity, and to communicate again with each other as members of the same national unit.

The proud consciousness of the unity of everything Greek started to awake slowly. A stealthy movement for national education started them, with absolute secrecy, on account of the vigilance of the Turks, who did not permit the existence of Greek schools. Gradually, unknown, as well as well-known Greek poets began to compose ballads full of patriotism, which were repeated from mouth to mouth, in secret, because of the fear of being overheard by the cruel conqueror. Persons, self-educated, initiated the others in secluded places, into the past grandeur of their race; while monks, in the cloistered schools of their monasteries, tried to sow in the tender souls of the children, the seeds of the idea of a free Greek state, and to develop in the children, Greek characteristics, a national consciousness, and a love of liberty.

Thus the movement for liberation was accompanied by a movement for national education, the beginning of which was so fruitful. Once more the individualistic Greeks were re-united into a national group; once more they took the oath to be faithful to their Motherland, and to break the yoke of the oppressor by fighting always by the side, and under the orders of their leaders.

They kept their oath, and after four centuries of slavery, a revolution started in 1821, and ended in 1829. After a fight of the most heroic desperation for eight long years, the dream of liberty became a reality for a part of the Greek population, but the greater part of what had previously been Greece, and inhabited by millions and

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millions of Greeks, remained in the possession of the Asiatic conqueror.

Greece was free again, the Acropolis for which men had given their blood, and to which all through the ages every enlightened soul had turned for inspiration, was Greek once more, and three quarters of a million Greeks were able to breathe freely, and to study their history openly.

Unfortunately for Greece, a king was selected by Europe, in 1831, to govern her,--a king who was a Bavarian, a kindly soul, but a foreigner,--who neither understood the Greek language nor the Greeks. And along with Otto of Bavaria, and his German queen, came his Bavarian advisors, men of ability in their line, but having no previous personal knowledge of the country which they were called to govern.

Schools began to be established everywhere, and the people could openly send their children to Greek schools, on free Greek soil. But the Bavarian educators foolishly transplanted into Greece, the German educational philosophy, and the German educational theories and practices, without any adaptation and modification to suit the conditions existing in Greece. As a consequence of such an educational policy, the Greeks, with the unrestrained zeal of precocious children, threw themselves into the process of becoming Europeanized. Foreign governesses swarmed, and the children of the Greeks began to be brought up on creations of alien minds, and on alien aspirations.

When they were slaves, the Greeks had been free, in the sense that they adhered passionately to their language and to their national

traditions. But, free under a foreign king, they became slaves to foreign influences. The upper classes now neglected their own traditions. They spoke German, English, and French, and knew the literature of those countries better than that of their own.

Again the destructive individualistic trends started to appear among the Greeks, because of the misrule in the country, and they appeared at a time when there was an urgent need of a national consciousness in Greece, both for the preservation of her independence, obtained only after rivers of Greek blood had been spilled, and for the liberation of her enslaved brethren who were stretching their hands toward her, imploring her to break their chains and make them free.

Spurred by these two needs, they expelled the Bavarians and their educational philosophy from Greece, and the schools started to undertake their mission, to instil patriotism into the Greek children. Their first task was the creating of a uniform system of education, controlled by the Greek state, in order to remove the traces of foreign influence, and the gaps in the solidity of the Greek nation, which were the result of its long loss of freedom.

This movement for national education succeeded in the process of time, in stopping the imitation of foreign culture in language and customs, and freed the Greek mind from the enchantment and the blinding, lulling, weakening effects of a seeming foreign brilliance. It prepared the Greeks for a realization of their common nationality, and for their holy obligation to liberate their enslaved brothers.

Thus, education for nationalism became the ultimate and supreme

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aim of Greek education, and went hand in hand with the cultural aim.

The courses in history, civics, and Greek literature were approached and presented more and more from the national angle in order to inspire patriotism.

The results of such a philosophy of education were very fruitful and beneficial for the Greek race. The wars against Turkey in 1912, against Bulgaria in 1913, and again against Turkey, from 1915 to 1922, in which Greece was engaged, proved the value of Greek education, and enabled the Greek patriots to fulfil the ambitions of five generations for the liberation of the remainder of the Greeks, and for securing for the Greek nation an independent and equal place in the concert of nations.

If, then, there is a philosophy underlying Greek education, it is the philosophy of not strapping oneself too tightly in the chair of any one dogma. When the wars were over in 1922, Greek education took off its old nationalistic garb, and started rendering its help in effecting the new status in foreign relations which the premier of the state, Mr. Venizelos, was attempting to establish.

Now Greece is connected by agreements of friendship with Turkey, Roumania, Jugoslavia, Italy, and other neighboring states,--agreements mutually binding each other to keep peace, and to maintain friendly intercourse. Mr. Venizelos, and the votary of the idea for Balkan Union, Mr. Papenastasiou, are working with a zest and zeal for the establishment of a kind of federal link between the peoples of the turbulent Balkan peninsula. They are trying to bring the Balkan nations into a friendly league, in order to discuss further, their common

interests, to take resolutions for their common good, and to establish bonds of solidarity which will permit them to confront the gravest crisis as occasion may dictate.

This idea gains ground steadily, and its influence is reflected in the public schools of Greece. There is a definite evidence already that a note of internationalism is being sounded in the courses of history and civics.

But far from introducing that radical form of internationalism which denies national organization or groups, Greece is trying to foster that kind of interest which can exist in harmony with the nationalism on which Greek education is based.

If we examine, in a limited sense, the present educational philosophy of Greece, we find that its education aims to develop in the future citizen the physical, mental and moral excellence which will fit him for good service within the state, rather than to turn out merely pedantic scholars.

We see then, that the philosophy of Greek education is a practical one, because it has taken its tenor and shape from the very current of Greek life, and from the needs peculiar to the existence of the Greek nation.

No one is in a position to be more alive to the demands of national life than those who have the responsibility of running a nation. It is because the government officials are in such a position that we find them exercising a lively interest and control over the educational aims and policies of the Greek State.

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It is vital, then, to them, that the Greek citizen of the future be of the type that is aware of the sacred rights and obligations of citizenship; that they feel in their pulses, a common beat of national loyalty and pride; and that along with their nationalistic spirit, there be a spirit of open-minded recognition of the virtues of internationalism, and a willingness to adapt themselves to fit into the ever-changing policies of national and international life.

It is only natural, then, that the government, with these ideals in mind, itself assumes the responsibility of dictating and directing the educational life of its people. It leaves none of this high and holy aspiration and work to chance, and so we find the education in Greece to be strictly centralized. As this work unfolds, it will be seen to what a degree this is true.

ADMINISTRATION

The system of educational administration is highly centralized, and therefore is a model of simplicity. At the head of the system is the Minister of Education and Religious Affairs, who is assisted by the central administration, the central board of education, local boards of education, the general inspectors, the elementary school inspectors, and the principals.

There are not included within the scope of the Ministry of Education the purely commercial, vocational and agricultural educational institutions. Commercial and vocational education is directed by the Ministry of National Economy; agricultural education by the Ministry of Agriculture; and the education of thousands of orphans, victims of the war, in orphanages, by the Ministry of Hygiene and Public Welfare.

Central Administration:-- This administration consists of three directorships: (1) the directorship of religion, looking after religious problems; (2) the directorship of higher education, with a department for university education; a department for arts, and a department of archaeology; and (3) the directorship of secondary and elementary education, with the following departments: (a) secondary education; (b) elementary education; (c) hygiene; (d) physical education; (e) architecture; (f) accounting, and (g) shipping. All these departments execute the orders and decisions of the Minister of Education.

The office of director is not considered political, and as a rule,

Introduction

The purpose of this study is to investigate the effects of the proposed system on the performance of the system. The study is divided into two main parts: a theoretical analysis and an experimental evaluation. The theoretical analysis is based on the principles of the system and the experimental evaluation is based on the results of the experiments.

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the directors remain in power even when the government changes.

A general secretary of the Ministry, with a department of personnel, directs the business affairs within the Ministry.

Central Board of Education:-- The central board of education is composed of fifteen experts in education, who are distinguished in service, and most of whom have pursued studies in education in foreign countries. Of this central board, thirteen are appointed by the Ministry, and their job is permanent, while the remaining two are elected from the teachers in service, by the teaching staff of the elementary and secondary education. The term of their service is biennial, and the purpose of their election is to enlighten the other members of the board about the actual condition of the schools and education generally, and to serve as a cohesive link between the Ministry and the teachers.

The central board of education is divided into three branches, each containing five members, one looking after things concerning the administration of secondary education; another, after things concerning the administration of elementary education; and the last branch acting in a counseling capacity, concerning curricula, and school activities. But when general problems of education appear, they are discussed by the whole board.

This work of the central board of education is: (1) to advise the Minister on any subject concerning education; (2) to prepare laws, decrees, and circulars for teachers, and to construct the courses of study and the time schedules for secondary and elementary schools;

(3) to approve textbooks submitted by authors and publishers; (4) to control the work of normal schools, the work of general inspectors and supervisors, and the establishment of new schools; (5) to decide on the appointment, transfer, promotion, dismissal, or discipline of the general school inspectors, the teachers of normal and secondary schools, and the inspectors of elementary schools; (6) to conduct examinations of the candidates for supervision of elementary schools, and of the candidates for studies in education in foreign countries; (7) to designate the boundaries of the local school districts; (8) to approve or disapprove or make changes in the decisions of the local boards of education, concerning punishments, dismissals, or transfers of elementary school teachers.

General Inspectors of Education:--The secondary schools of Greece are distributed throughout fourteen districts, each district supervised by a general inspector of education. There are also seven other general inspectors, two for mathematics, two for physics, two for physical education, and one for private schools of secondary level.

These inspectors are selected from among the best educators of the country, and their work is as follows: (1) General inspection of the schools of the district, control of the work of elementary school inspectors, and control of the normal schools of the district, if there are any.

(2) Inspection at least twice a year of each school, with reports to the Central Board of Education, concerning necessary changes, educational needs of the district, and

transfer, promotion, punishment, or dismissal of teachers and inspectors of elementary education in the district.

(3) Management of meetings with the elementary school inspectors and the principals of secondary schools for the promotion of education in the district.

(4) Management of teachers' meetings, the aim of which is the discussion of methods and principles of teaching.

(5) Exercise of power to grant a fifteen-day leave of absence to any of the members of the teaching force.

Local Boards and Inspectors of Elementary Education:-- All the elementary schools of the country are distributed throughout 71 local districts. Each general inspector of the previously mentioned 14 larger general districts may have under his supervision 3 to 8 local districts.

Each local district has its local board of education, consisting of the principal of a high school, (gymnasium) a teacher of secondary education, a judge, and the local inspector of the elementary schools. The work of the board is as follows:

(1) To suggest to the Ministry of Education any matters concerning the establishment of new schools, or changes in the old schools.

(2) To suggest to the Ministry of Education any matters concerning promotion, punishment, or dismissal of teachers of the local district.

(3) To propose to the governor (Nomarches) of the general district, appointments of teachers in the district.

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The work of the Inspector of Elementary Education is as follows:

- (1) To superintend the schools of the local district, and visit them at least four times a year.
- (2) To conduct teachers' meetings, to guide the teachers in their work, and give suggestions to them.
- (3) To inspect conditions of the local school buildings, and to report to the local board of education, the general inspector, and the central board of education concerning the conditions and the needs of his schools.
- (4) To oversee the payrolls of the teachers.
- (5) To suggest to the general inspector or to the Ministry of Education, the grant of leave of absence to teachers.

As was mentioned previously, the system of educational administration of Greece is highly centralized. I consider this a good plan, for many reasons, the most important of which are:

- (1) The central authority recognizes the general needs of the nation, whereas, locally they would be felt only slightly, or too slowly. It is the central authority that compels the various sections to make efforts to organize, to work, to spend money which they themselves would refuse. Progress has come chiefly through the central authority, and without coercion from it, many small villages might not have even a humble school; themselves without culture, how could they understand the need of culture?
- (2) The instinctive need of maintaining the moral and intellectual homogeneity of the nation. In Greece, the school is a great

instrument for assimilating all sections of population. It improves and consolidates the unity of language in the face of the tenacious resistance of dialects and local accents. Pupils in the same class of institutions receive the same education, are nourished by the same literature, have the same vision of the world.

(3) Teachers and workers of education are appointed by educational authorities according to their qualifications, and after examinations and competitions which constitute a better method of selection than appointments by 'school committees', to the members of which, problems of education are, most of the time, "terra incognita."

(4) Teachers do their best because they feel themselves secure from criticism coming from persons having no relation with education, and because they are subject to a strict supervision on the part of inspectors, whose work is controlled by the Central Board of Education, i.e., by experts in education.

Still, some decentralization is necessary. It is essential, because it is necessary to make adaptations to local needs, which the local authorities alone are in a position to understand. It is also essential because it is not in the offices of the Ministry, but in the local schools where instruction is given, that provisions made can be put to the test of experience, and that experience can suggest new ideas.

The tendency now is to change this over-centralized system of administration of education to a system of "centralized decentralization." In the meantime, a certain amount of autonomy has been given to

local bodies by the central authority, in the matter of taking the initiative in urgent educational needs and in minor problems.

EDUCATIONAL FINANCE

Funds for maintenance of schools and other educational matters are provided mainly by the state, which bears the full cost of the salaries of all the teaching and administrative personnel of the public schools. Only the financing of universities is met mainly by fees and funds coming from a variety of sources. But when the resources are inadequate, the state subsidizes.

School buildings, equipment, alterations, playgrounds, and school gardens are provided by the School Treasuries, with a contribution from the state if it is necessary.

School Treasuries:-- According to Law 5019, of 1931, each public school has its own treasury, directed by a committee of five or seven persons. Members of this committee are: (1) The principal of the school; (2) one member of the communal council; (3) one member of the ecclesiastical council of the parish in which the school is located, and (4) the others are parents or guardians of pupils, elected by the pupils' parents.

Resources of the School Treasury:-- The resources of the school treasury are:

- (a) The property which belongs to the school
- (b) Properties presented by people to the school
- (c) The rent coming from the property owned by the school
- (d) The bequests and donations to the school treasury

(e) The money coming from the sale of old or unfit school buildings, and of other estate.

(f) The money raised from the sale of the products of the school garden and workshops.

(g) The proceeds from school festivals, plays, and bazaars.

(h) The voluntary collections, with the sanction of the Ministry of Education.

(i) The money coming from the voluntary contribution of parents, when registering their children.

(j) The small compulsory monthly contribution of the well-to-do pupils of the secondary schools, only.

(k) The annual subsidy of the commune, the amount of which depends upon its resources.

(l) The product of a special local taxation.

(m) The annual subsidy of the church.

(n) The subsidy of the state, which comes to complete the amount needed on each occasion.

Duties of the Committee of the School Treasury:--The duties of the committee are:

(a) To look after the collection of the resources, and to increase the wealth of the school treasury.

(b) To contract loans for school purposes.

(c) To be responsible for the construction of school buildings where there is a need, or for the alteration and repair of those existing, in a way to fulfil hygienic, educational, and aesthetic ends.

- (d) To direct the preservation of the buildings, to keep them in good condition, and to provide for the cleaning, heating, and lighting.
- (e) To supply the school with the proper equipment and furniture.
- (f) To establish and enrich the school library.
- (g) To organize and conduct the school lunch for the poor pupils.
- (h) To furnish the needy students with books, school supplies, clothes, and shoes.
- (i) To enforce the regulations of compulsory education.
- (j) To care for everything in general, which protects the health, and facilitates the improvement of the pupils.

This organization is subject to the Ministry of Education. Expenditures exceeding 5,000 drachmas* must be approved by the inspector of the school, and when it exceeds 30,000 drachmas, then it must be approved by the Ministry of Education.

The function of the newly established school treasuries is expected to be great in the near future, and knowing the passion which the Greeks have for education, I am sure that after a few years, magnificent school buildings, rivalling the beauty of the Parthenon, will exist throughout the country, under which Greek culture will be roofed.

Besides the school treasuries, there are also private institutions, societies for educational purposes, and individuals that maintain and support either day, night or part-time schools in various towns. Greece is not without its public benefactors, donors of large schools, and

* An American dollar is equal to 77 drachmas.

promoters of education. From their donations, fifteen secondary, and many vocational schools are supported at present.

School Buildings:--School building construction is a special feature in Greek education. Up to 1897, only a hundred school buildings, worthy of the name, had been constructed throughout the state. Private, unhealthy houses, perfect destroyers of the children's health, were used for school purposes. From the above date on, a movement was begun for the construction of school buildings, from the accruing funds from the fees which pupils paid for registration. That movement did not last for long, because of the three successive wars in which Greece became engaged, from 1912 to 1922. The state had to use all its possible resources for the purchase of guns and battleships, and left the construction of school buildings for a more suitable time.

When 1923 came, and the war was over, the interrupted movement continued, and despite the economic stress which followed the war, it culminated in a big campaign in 1928, with astonishing results. Thousands of magnificent school buildings of different types, ample playgrounds, and school gardens were constructed, with money coming from the state, the locality, and the large donations from patriotic persons who, formerly members of the community, were living abroad, especially in the United States and Egypt.

It is estimated that the government spent over 550,000,000 drachmas during the four last years for construction of school buildings, and over 1,200,000,000 by the localities. The provision for aid on the part of the government has been that the more the locality contributes,

THE PRIME-MINISTER OF GREECE



Mr. Eleutherios Venizelos who is working to elevate the standards of Greek education.

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the greater the amount which can be obtained from the state. The principle was good, in so far as it encouraged the small and poor municipalities to work for the construction of modern school buildings. On the other hand, this method placed the state in the difficult position of having to distribute larger amounts of money than would be desirable in times of difficult economic conditions. But in 1928, when the premier, Mr. M. Venizelos was elected, he promised to the people that he would make Greece unrecognizable during his service, and he has almost realized this promise.

Now, almost every town in Greece can pride itself on the fact that the best buildings in the town are the school-houses. The following figures talk eloquently about the miracles performed by Greece, during the past four years, in the construction of school buildings.

NUMBER OF SCHOOL BUILDINGS CONSTRUCTED IN DIFFERENT PERIODS (*)

Year	1830	1897	1910	1928	1932
No. of school buildings	7	100	444	1473	4641
No. of buildings constructed in each period	7	93	344	1030	3167

(*) Smyrnes, N. Elementary Education Yearbook, p. 391.
Demetrakos & Co., Athens, Greece, 1932.

Note: The data of the various tables found throughout the thesis is based on the official publications issued by the Ministry of Education of Greece.

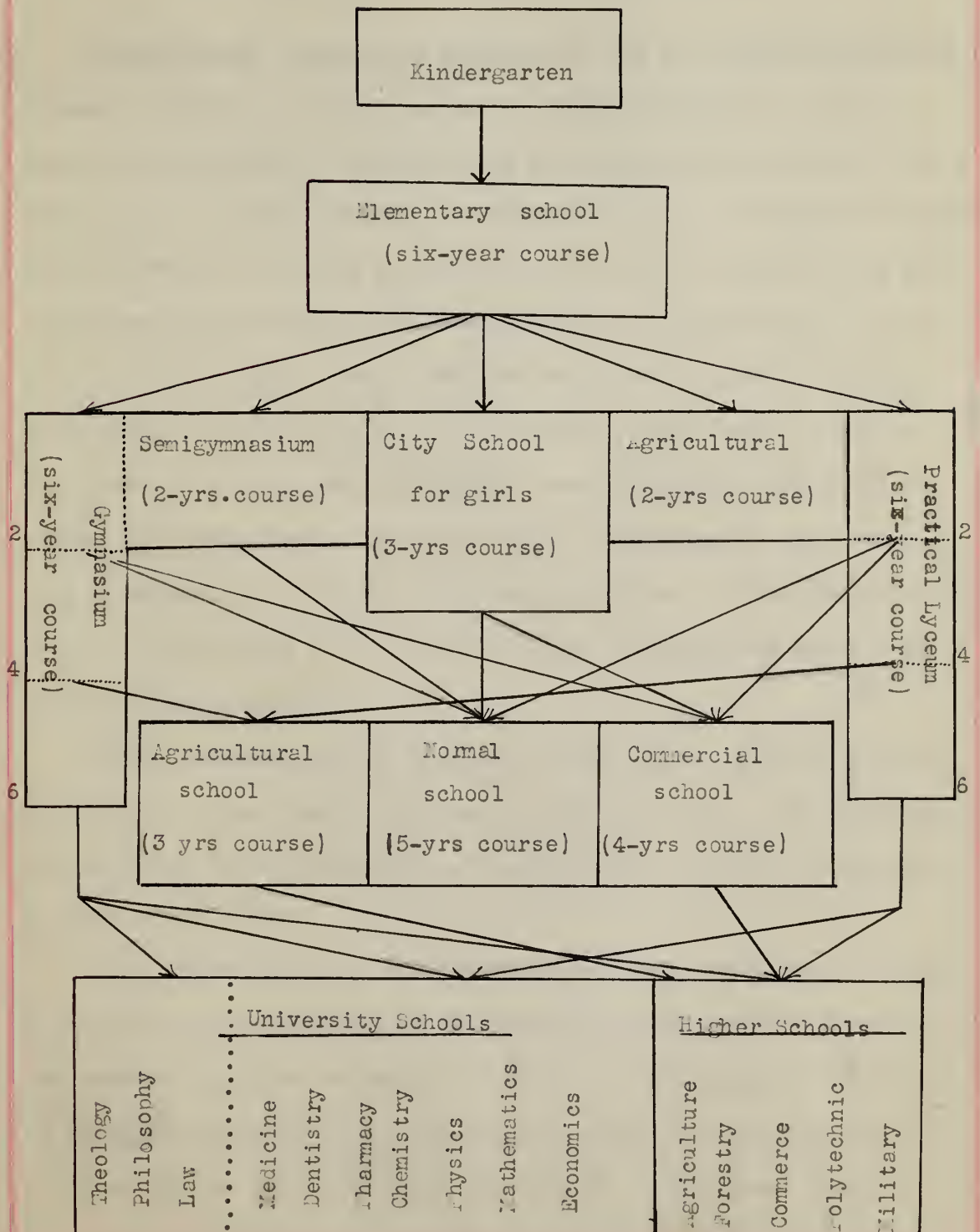
The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = \sum_{n=0}^{\infty} \frac{f_n(x)}{n!}$ where $f_n(x)$ are the solutions of the system of equations $f_n'(x) = -f_n(x) + f_{n+1}(x)$ with the initial conditions $f_n(0) = \delta_{n0}$. It is shown that the function $f(x)$ is a probability density function and that it is the unique solution of the equation $f(x) = \int_0^x f(t) dt$.

In the second part of the paper, the properties of the function $f(x)$ are studied in more detail. It is shown that the function $f(x)$ is a probability density function and that it is the unique solution of the equation $f(x) = \int_0^x f(t) dt$. It is also shown that the function $f(x)$ is a probability density function and that it is the unique solution of the equation $f(x) = \int_0^x f(t) dt$.

x	$f(x)$	$f'(x)$	$f''(x)$
0	1	0	0
1	0.5	-0.5	0.5
2	0.25	-0.25	0.25
3	0.125	-0.125	0.125
4	0.0625	-0.0625	0.0625
5	0.03125	-0.03125	0.03125
6	0.015625	-0.015625	0.015625
7	0.0078125	-0.0078125	0.0078125
8	0.00390625	-0.00390625	0.00390625
9	0.001953125	-0.001953125	0.001953125
10	0.0009765625	-0.0009765625	0.0009765625

The third part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = \sum_{n=0}^{\infty} \frac{f_n(x)}{n!}$ where $f_n(x)$ are the solutions of the system of equations $f_n'(x) = -f_n(x) + f_{n+1}(x)$ with the initial conditions $f_n(0) = \delta_{n0}$. It is shown that the function $f(x)$ is a probability density function and that it is the unique solution of the equation $f(x) = \int_0^x f(t) dt$.

THE GREEK EDUCATIONAL SYSTEM



THE UNIVERSITY OF CHICAGO



PRE-SCHOOL AND KINDERGARTEN EDUCATION

Kindergartens and nursery schools are not yet widely extended in Greece. The most important reason for this condition is that the homes usually manage to take care of the children up to the age when a child has to commence school. We are not yet so far advanced in Greece that the mothers are more occupied with society or politics than with the duties of their home, and the working-class mothers do not have to give so much of their time to work in the factories that they must leave their children to the care of others. More recently, however, conditions have, to a certain degree, been changing in the larger cities, where, as a consequence, there have been established at the present, with a tendency to increase, eight day-nurseries, in which mothers who work and have nobody to take care of their children, may leave them during working hours.

These nurseries are the concern solely of the communes, though they receive state aid. They have an eight-hour day, provide meals, and have facilities for bathing, sleeping, etc. The age of admission is usually two years.

Until recently, a few kindergartens existed, and they were merely places where small children of the pre-elementary school age were kept. The teachers were not trained, and received a ridiculously low salary. In the last ten years, the situation has been greatly improved, notwithstanding the stress of post-war economic conditions. Training

schools for kindergarten teachers have been opened, and modern kindergartens have been organized and aided by the state, with attendance wholly voluntary. The work is generally conducted on a synthesis of what is best in Froebel and Montessori.

There are now 495 kindergartens, and most of them are found in the newly annexed provinces, which were almost all backward culturally, because of a deliberate anti-Greek policy followed by Turkey. As a consequence of that policy, not only the proportion of illiterates was great, amounting to 70% of the population in what was formerly Turkish-Greece, but the language of the people was also affected by their long association with the Turks. Now the kindergartens are expected to purify the Greek language early, through the children.

There are seven small kindergarten training schools for teachers, with a three-year curriculum.

Girls who have completed the work of the first two years of the gymnasium, or the city-school, are admitted to these schools. A diploma from these kindergarten-training schools entitles the holder to teach in the kindergarten, and does not extend to the primary grades.

The subjects of the course of study, and the time schedule is shown by the following table:

(See the following page for table)

SUBJECTS AND TIME-SCHEDULE OF KINDERGARTEN TRAINING SCHOOLS (*)

Subjects	I	II	III	Total
Religion	2	2	2	6
Greek (modern)	7	6	4	17
Kindergarten education	-	6	12	18
Physics	4	4	-	8
Home Economics	4	4	3	11
Hygiene and Nursing	-	1	3	4
Manual Training	4	3	3	10
Penmanship and Drawing	4	3	3	10
Music	4	4	4	12
Physical Education	3	3	3	9
Total periods	32	36	37	105

(*) Bulletin of the Ministry of Education. Course of Study for Kindergarten Training Schools, 1932, p. 29.

ELEMENTARY EDUCATION

Compulsory Education:--In 1834, when the first primary schools were established in the newly liberated Greece, a law on public elementary education, promulgated by the constitutional assembly, established, besides the principles of the common school, and free elementary education, the obligation upon parents that all children between the ages of 5 and 12 must attend the public school. But numerous obstacles prevented that law from taking effect until recently. The scarcity of schools, lack of qualified teaching personnel, the poverty of the peasants, which led them to make use of their sons' work from earliest youth, the scanty consciousness of the value of education, the bad financial conditions of the new-born kingdom, the very geographical structure of the country, all made difficult and still continue to make difficult,--although in a smaller degree, the enforcement of the above mentioned law, and consequently, the task of the education of the lower classes, and especially of the rural classes.

The various obstacles that I have enumerated continued to exist until 1909. At that time, the state started to become strong economically, and was therefore, more and more in a condition to make heavy sacrifices of the budget for the schools of the people. A war against illiteracy started throughout the kingdom, but it did not last for long, because another war, a military one, was declared against Turkey, in 1922.

CHAPTER I

The first part of the book is devoted to a general survey of the history of the subject. It begins with a brief account of the early attempts to explain the phenomena of life, and then proceeds to a more detailed consideration of the various theories which have been advanced from time to time. The author then turns to a discussion of the modern theories of evolution, and shows how they have been developed and modified by the work of recent writers. He then discusses the various objections which have been raised against these theories, and shows how they have been answered. The book concludes with a summary of the main points of the theory of evolution, and a statement of the author's own views on the subject.

Owing to this war in which Greece was engaged, the impetus for elementary education had to wait until 1923, when the war was over, and the small Greek kingdom became a big Republic.

The new state laid aside the martial weapons, and almost immediately engaged in an energetic struggle against illiteracy, its worst enemy, which it was nourishing in its very bosom. The struggle, under the vigorous leadership of the Premier, Mr. E. Venizelos, and with the valuable assistance of the Minister of Education, Mr. G. Papandreou, has been going on with wonderful results. Thousands of school buildings have been constructed, hundreds of new day and night schools have been created, and numerous of the existing schools have been reorganized during the four past years.

At any rate, a glance at the statistics of illiterates among the people of school-age, from 1923 to the present day, will give an adequate idea of the miracles which have been performed by Greece, in curing this sore.

In 1923, the actual attendance of pupils was 77.2% of the possible attendance. Recent returns give the corresponding figure as 96.4%. A glance at the following table will give an idea of the great achievement accomplished in such a short time:

(See the following page for table)

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INCREASE OF ELEMENTARY SCHOOLS AND PUPILS (*)

Date	1926	1928	1930	1931	1932
Elementary Schools	7314	7949	8125	8255	8374
Pupils	595,455	623,545	666,209	706,461	752,937

Now attendance at school is to be obligatory between the ages of 6 and 14. It is in the power of the local authority to grant exemption from compulsory attendance at school, or postponement of it, to invalid children, or to such as dwell at a great distance from the school. Parents not submitting to the rulings of the school authorities in all these matters are liable to a fine, or even arrest, at the order of these authorities.

Elementary education is practically free in Greece, for every boy and girl. In fact, certain classes of pupils are furnished, free of charge, with books, note-books, and other school supplies. In many places, school lunches and articles of clothing are provided by the school treasuries, and by educational benevolent associations, to most of the needy pupils. Besides furnishing the textbooks, parents must also pay for promotion certificates,-- 20 to 40 drachmas, in the

(*) Smyrnes, N. Elementary Education Yearbook, p. 489, Demetrakos & Co., Athens, Greece, 1932.

higher grades.

Each school, whether it be in a city, or a small village, has a school committee, consisting of five members, who are parents or guardians of children attending the school, elected by the parents for a two-year term, to cooperate with the school authorities for the promotion of education. This committee has not the right to interfere in matters concerning the teaching personnel.

Every school has a school library, also established by law, containing books for the improvement of teachers in service, and books for the children.

All elementary schools are co-educational. They have from one to six teachers, depending on the enrollment, and classes, as a rule, have one teacher, who teaches all the subjects. In the cities, and in large country districts, each class has its own class-room, but in small school districts, with small classes, one can still find two or more classes in the same room. The one-room rural school is a common feature in the small villages.

Curriculum:-- The curriculum of the elementary school includes the following subjects: religion, Greek language and story-telling, history, geography, natural history, physics, and chemistry, arithmenic, geometry, drawing, penmanship, manual-training, singing, games, and physical training.

The curriculum and time schedule of the elementary school can be seen in the following table:

(See following page for table)

The first part of the report deals with the general situation of the country.

The second part deals with the economic situation of the country.

The third part deals with the social situation of the country.

The fourth part deals with the political situation of the country.

The fifth part deals with the cultural situation of the country.

The sixth part deals with the environmental situation of the country.

The seventh part deals with the international situation of the country.

The eighth part deals with the future of the country.

The ninth part deals with the conclusion of the report.

The tenth part deals with the annexes of the report.

The eleventh part deals with the bibliography of the report.

The twelfth part deals with the index of the report.

The thirteenth part deals with the list of figures of the report.

The fourteenth part deals with the list of tables of the report.

The fifteenth part deals with the list of maps of the report.

The sixteenth part deals with the list of abbreviations of the report.

The seventeenth part deals with the list of symbols of the report.

The eighteenth part deals with the list of footnotes of the report.

The nineteenth part deals with the list of references of the report.

The twentieth part deals with the list of sources of the report.

The twenty-first part deals with the list of dates of the report.

The twenty-second part deals with the list of places of the report.

The twenty-third part deals with the list of names of the report.

CURRICULUM AND TIME SCHEDULE OF ELEMENTARY SCHOOLS (*)

Six-room School

Subjects	I	II	III	IV	V	VI
Religion	1	1	2	2	3	3
Greek language-story telling	8	9	9	9	9	9
History	-	-	1	2	2	2
Geography	3	3	2	2	2	2
Natural History	-	-	3	3	2	2
Physics and Chemistry	-	-	-	-	2	2
Arithmetic	3	3	3	3	3	3
Geometry	-	-	-	-	1	1
Drawing	1	1	2	2	-	-
Penmanship	-	2	2	2	2	2
Manual training	2	2	2	2	2	2
Singing	2	2	2	2	2	2
Physical training	2	2	2	2	2	2
Total periods	22	25	30	31	32	32

(*) Bulletin of the Ministry of Education. Course of Study for Elementary Schools, 1931, p. 9.

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1914	51	1	1	1.00	12.00
1914	51	2	1	1.00	12.00
1914	51	3	1	1.00	12.00
1914	51	4	1	1.00	12.00
1914	51	5	1	1.00	12.00
1914	51	6	1	1.00	12.00
1914	51	7	1	1.00	12.00
1914	51	8	1	1.00	12.00
1914	51	9	1	1.00	12.00
1914	51	10	1	1.00	12.00
1914	51	11	1	1.00	12.00
1914	51	12	1	1.00	12.00
1914	51	13	1	1.00	12.00
1914	51	14	1	1.00	12.00
1914	51	15	1	1.00	12.00
1914	51	16	1	1.00	12.00
1914	51	17	1	1.00	12.00
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1914	51	23	1	1.00	12.00
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1914	51	26	1	1.00	12.00
1914	51	27	1	1.00	12.00
1914	51	28	1	1.00	12.00
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1914	51	30	1	1.00	12.00
1914	51	31	1	1.00	12.00
1914	51	32	1	1.00	12.00
1914	51	33	1	1.00	12.00
1914	51	34	1	1.00	12.00
1914	51	35	1	1.00	12.00
1914	51	36	1	1.00	12.00
1914	51	37	1	1.00	12.00
1914	51	38	1	1.00	12.00
1914	51	39	1	1.00	12.00
1914	51	40	1	1.00	12.00
1914	51	41	1	1.00	12.00
1914	51	42	1	1.00	12.00
1914	51	43	1	1.00	12.00
1914	51	44	1	1.00	12.00
1914	51	45	1	1.00	12.00
1914	51	46	1	1.00	12.00
1914	51	47	1	1.00	12.00
1914	51	48	1	1.00	12.00
1914	51	49	1	1.00	12.00
1914	51	50	1	1.00	12.00
1914	51	51	1	1.00	12.00
1914	51	52	1	1.00	12.00
1914	51	53	1	1.00	12.00
1914	51	54	1	1.00	12.00
1914	51	55	1	1.00	12.00
1914	51	56	1	1.00	12.00
1914	51	57	1	1.00	12.00
1914	51	58	1	1.00	12.00
1914	51	59	1	1.00	12.00
1914	51	60	1	1.00	12.00
1914	51	61	1	1.00	12.00
1914	51	62	1	1.00	12.00
1914	51	63	1	1.00	12.00
1914	51	64	1	1.00	12.00
1914	51	65	1	1.00	12.00
1914	51	66	1	1.00	12.00
1914	51	67	1	1.00	12.00
1914	51	68	1	1.00	12.00
1914	51	69	1	1.00	12.00
1914	51	70	1	1.00	12.00
1914	51	71	1	1.00	12.00
1914	51	72	1	1.00	12.00
1914	51	73	1	1.00	12.00
1914	51	74	1	1.00	12.00
1914	51	75	1	1.00	12.00
1914	51	76	1	1.00	12.00
1914	51	77	1	1.00	12.00
1914	51	78	1	1.00	12.00
1914	51	79	1	1.00	12.00
1914	51	80	1	1.00	12.00
1914	51	81	1	1.00	12.00
1914	51	82	1	1.00	12.00
1914	51	83	1	1.00	12.00
1914	51	84	1	1.00	12.00
1914	51	85	1	1.00	12.00
1914	51	86	1	1.00	12.00
1914	51	87	1	1.00	12.00
1914	51	88	1	1.00	12.00
1914	51	89	1	1.00	12.00
1914	51	90	1	1.00	12.00
1914	51	91	1	1.00	12.00
1914	51	92	1	1.00	12.00
1914	51	93	1	1.00	12.00
1914	51	94	1	1.00	12.00
1914	51	95	1	1.00	12.00
1914	51	96	1	1.00	12.00
1914	51	97	1	1.00	12.00
1914	51	98	1	1.00	12.00
1914	51	99	1	1.00	12.00
1914	51	100	1	1.00	12.00

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Though the program for all schools contains the same branches of study, it is not entirely uniform in details. Circumstances differ in Greece; country schools in which a teacher or two are responsible for the whole school cannot pay attention to the various details of all the branches of the curriculum. Though splendid work is done by able men and women in out-of-the-way parts of the country, the elementary-school curriculum requires too many talents in a single human being.

With the exception of the first grade, which begins at 9 o'clock, all elementary schools throughout Greece are in session from 8 until 12 noon, and from 2 until 4 or 5. Wednesday afternoons are devoted to excursions and extra-curricular activities. School is not in session on Saturday afternoons.

Tendencies in Elementary Education:-- The elementary school, which formerly almost exclusively aimed to teach the pupil only to read, write, and count,--that is, to render him master of only the technical means of culture, and not culture per se, has now become the true formative school of the great mass of the people.

In accordance with the educational demands of today, the "book-school" was changed into a school of life-like environment, the "learning-school" into a school of activity and experience, and the centers of individual ambition into centers of social service. The educational theories of John Dewey, G. Kerschensteiner, H. Dünig, and F. Neumann, exerted a relative influence upon the reform of Greek education.

The old practice of looking upon the child as an immature being

1. The first part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of satisfying a natural human curiosity, but also a means of developing a sense of responsibility and a feeling of solidarity with the community.

2. The second part of the paper discusses the methods of historical research. It is pointed out that the historian must be able to collect and analyze a large amount of material, and must be able to distinguish between the reliable and the unreliable. The author also discusses the importance of the historian's own judgment and the need for a critical approach to the sources of information.

3. The third part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of satisfying a natural human curiosity, but also a means of developing a sense of responsibility and a feeling of solidarity with the community.

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5. The fifth part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of satisfying a natural human curiosity, but also a means of developing a sense of responsibility and a feeling of solidarity with the community.

being on whom was to be imposed the preparation necessary for adult life is rapidly yielding to the aim of developing self-conscious personality. Those concerned with leadership in elementary education believe that the child has power to create and to educate himself, just as much as the adult. The aim of the teacher is to lead his pupils to develop their experiences from within, and to organize those experiences by their own self-activity and efforts. The function of the teacher is to create an environment, in and through which the children develop themselves.

Centers of new developments and experiments along these lines are to be found, especially in the elementary schools which are attached to the normal schools, and in which the future teachers do their practice-teaching. These schools serve as a sort of small experimental laboratory.

To accomplish the above mentioned practices, school libraries, for children, and clubs of all kinds came into existence; excursions and open-air country activities were begun, and gymnasiums, school gardens, and playgrounds were constructed. The school gardens are considered of a great and manifold value, and therefore they exist in most of the schools. Through them, the child experiences satisfaction from doing creative work, is inspired by love toward nature, and most important, he acquires useful agricultural knowledge.

Excursions take place very often, three or more times a month; sketching, science work, and geography lessons in the open air are becoming common.

SECONDARY EDUCATION

Before the reform of 1928, there was in pre-war Greece the "four-three-four" plan of education, i.e., four years in the elementary school, three in the middle school (Hellenic), and four in the gymnasium. In the annexed provinces, the "six-six" plan existed, i.e., six years of elementary school, and six years of gymnasium. The reform law 4655 of 1928 introduced for the whole country the following four types of secondary schools: (1) semigymnasiums, (2) city-schools for girls, (3) gymnasiums, and (4) practical lyceums, all of them based on six years of primary education.

General Aim of Secondary Education:-- Until recently, public instruction, on the basis of the system of education which was in force, was not adequate to satisfy the exigencies of the times. It was inadequate both in volume and in character. Furthermore, the school was by preference cultivating the intellect, and was concerned very little with the preparation of the young for citizenship, or fitting it for the needs of human society. It was furnishing the pupil with plenty of intellectual exercise, but was not sufficiently developing initiative and purposeful activity. The methods of instruction and the curriculum itself, which had as their aim the imparting of knowledge to the student and the cultivation of his abstract mental capacities, were not adapted to the necessities of present-day life. The schools of every

type and grade were failing to prepare the individual for life. The gymnasium was preparing for the university; the middle school (Hellenic) was conforming to the demands of the program of the gymnasium, while the primary school was preparing the child for the Hellenic school. None were equipping him to enter into intelligent participation in the actualities of the life to be found outside the walls of the schoolroom.

An adjustment of education to the new conditions produced by the War was imperative, and as a consequence, the radical reform of 1928 was instituted. According to this reform law, all secondary schools now aim to provide their students with an advanced general education, and to prepare them at the same time, for the actual life situation. The young people are being educated in a social, civic, national, and moral-religious spirit. Implicit in the law is the idea that the secondary schools should, first of all, enable the more talented students to enter the university.

As regards the philosophy of secondary education, the students of secondary schools are to be guided toward adjustment to, and participation in, the life of the community; they are to be so guided that they will become conscious of their share in the life of the nation, which is to be regarded as a cultural unit, and to be without arrogance toward other nations; their sense of duty is to be developed, and they are to be taught to strive for other than mere personal ends.

Secondary education aims to develop the habit of careful observation, the ability to judge clearly, and to arrive at definite conclusions; and to guide the students in such a way that they will be truth-

ful and simple in their habits, punctual and conscientious in their work, and will learn to appreciate the importance of the scientific attitude in the use of knowledge and in the progress of mankind. It further aims to enable them to present and give form to their ideas, be it through the medium of speech, writing, drawing, music, or the manual arts. Their training in the use of various media for expressing and presenting their ideas should also enable them to appreciate masterpieces in the art of writing, music, painting and sculpture, and to experience art through eye and ear.

The development of a healthy and able body is stressed in the gymnastic exercises, in outdoor games and sports, and in school hygiene.

Semigymnasium:-- The endeavor to extend the age limit for attendance in public schools, up to and including the age of 14 led to the necessity of establishing a lower grade of secondary school, a sort of undifferentiated addition to the elementary school, aiming not only to give a general education, but also a practical preparation to face life. The semigymnasium serves as a supplementary step above the elementary school for those who intend to discontinue school thereafter, as well as a preparatory school for those who expect to continue their schooling, by proceeding to the higher secondary schools. For these reasons, the semigymnasiums, with a two-year course, came into existence.

This type of school is found in the rural districts of the country, where, because of the small number of pupils, the existence of a gymnasium is not entirely practical.

The subjects taught in the semigymnasium are the same as those taught in the first two grades of the gymnasium. (see page 45).

City-school for Girls:-- The education of women naturally needs flexibility to suit their special requirements. This kind of education is given in the City-school for girls, a school with a three-year course above the elementary level. The curriculum of this school is nearly the same as that of the first three grades of the gymnasium, with the omission of Latin, and with less hours required in Ancient Greek. (see page 45). In their place is substituted domestic science, and home-economic courses, to which are given the time which would be devoted to the study of Ancient Greek and Latin. Graduates of the City-school are eligible to enter the normal schools, the kindergarten-training schools, vocational schools, and the third grade of gymnasiums.

Gymnasium:-- The course of the Gymnasium extends over six years. Pupils pass from the elementary school to the Gymnasium after passing an entrance examination. The purpose of the examination is to determine the fitness of the pupils to master such information as they may be expected to acquire during their studies in this school. Apart from the general aim of secondary education, the gymnasium has a special aim of its own. This aim is determined by the humanistic ideals of education. These grew out of the re-action of the present human mind toward the culture of the Ancient Greeks, which is regarded as the first expression of European intellectual life. To realize this special aim, the study of the language, the literature, and the intellectual life of the ancient Greeks and Romans is undertaken, to give the students

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a conception of ancient culture, and its development. This concept is gradually enlarged and broadened by an intensive tracing of its manifold relations to the present, so that the students come to see that there are, in antiquity, phenomena that is oft-times analogous to present cultural life, and that present culture owes much to the past. This special aim is paramount finally, because the Greeks of today, as descendants of the ancient Greeks, have the obligation, more than any others, to cultivate and perpetuate, in modern Greek intellectual life, the fine culture of their ancestors.

In the first two grades of the Gymnasium, a general education of wider scope than that of the elementary school is provided. Pupils who do not intend to complete the Gymnasium may leave it after their promotion from the second grade, and apply for entrance either to the normal school, or to the third grade of the Practical-lyceum, or to other vocational schools. Pupils who intend to complete the six-year course are prepared for the university or any other equivalent institution of learning.

In many cases, graduates of gymnasiums enter the civil service as junior officials, or find corresponding positions in business.

Curriculum:-- The official curriculum embraces the following subjects: religion, Ancient Greek, Modern Greek, Latin, French, history, mathematics, physics, geography, introduction to philosophy, hygiene, drawing, manual-training, singing, domestic science (for girls), and physical education.

Courses of Special Aptitude:-- For groups of students, especially

of the higher grades, who show an evident aptitude, and a considerable leaning toward a certain course or courses, (literature, history, mathematics, science, art, etc.,) afternoons of free work are established. During those afternoons, each group, with the assistance of the teacher of that particular course, proceeds in the elaboration, profound study, extension, and practical use, (wherever this is possible) of the course which they chose from among the courses taught during the morning sessions, at which time they are strictly required courses, all pupils being obliged to take them at that time.

This work is entirely optional, and the amount of time devoted to it must not exceed six hours each week.

The purpose of the special-aptitude courses is twofold: (1) the pupils, under teacher leadership, form right habits of study, and increase their power to attack new problems independently; and (2) through these courses any or all individual differences are, or can be, provided for.

These courses open a way for the ambitious student to take advantage of the opportunity to increase and supplement his knowledge in whatever course appeals to him, to an extent that the time normally allotted to the subject when stripped to its required hours would not admit. We may wonder in passing, about the popularity of such afternoon extensions of regular courses. Perhaps it would be fitting to say here that the Greek pupil is noteworthy for being serious-minded and conscientious in his application to his school-work, and thinks nothing of devoting long evening hours, extending into the early morning, in

preparation of it. Thus he looks with gratefulness and favor upon the voluntary election of extra afternoon hours.

PROGRAM OF STUDIES AND TIME SCHEDULE IN GYMNASIUM (*)

Subjects	I	II	III	IV	V	VI	Total
1) Religion.....	2	2	2	2	2	1	11
2) Ancient Greek.....	8	8	9	9	9	9	52
3) Modern Greek.....	5	4	3	3	3	3	21
4) Latin.....	-	-	3*	3*	3*	3*	12*
5) French.....	-	2	4	4	4	3	17
6) Mathematics.....	3	3	3	3	3	3	18
7) Physics.....	3	3	3	3	3	3	18
8) Introduction to philosophy	-	-	-	-	-	4	4
9) History.....	2	2	2	2	4	4	16
10) Geography.....	2	2	2	1	1	-	8
11) Hygiene.....	-	-	-	1	1*	-	2
12) Manual training.....	3	2	1	1	1	-	8
13) Singing.....	2	2	1	1	1*	1*	8
14) Domestic Science(girls)...	1*	1*	1*	1*	1*	1*	6*
Total hours per week	31	31	34	34	36	35	201
Required	30	30	30	30	30	30	180
Optional	1	1	4	4	6	5	21

Optional *

(**) Bulletin of the Ministry of Education. Course of Study for Secondary Schools, 1931, p. 77.

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41. Q. R. S.	41. Q. R. S.	1990	41. Q. R. S.	41. Q. R. S.	41. Q. R. S.	41. Q. R. S.	41. Q. R. S.	41. Q. R. S.	41. Q. R. S.
42. T. U. V.	42. T. U. V.	1991	42. T. U. V.	42. T. U. V.	42. T. U. V.	42. T. U. V.	42. T. U. V.	42. T. U. V.	42. T. U. V.
43. W. X. Y.	43. W. X. Y.	1992	43. W. X. Y.	43. W. X. Y.	43. W. X. Y.	43. W. X. Y.	43. W. X. Y.	43. W. X. Y.	43. W. X. Y.
44. Z. A. B.	44. Z. A. B.	1993	44. Z. A. B.	44. Z. A. B.	44. Z. A. B.	44. Z. A. B.	44. Z. A. B.	44. Z. A. B.	44. Z. A. B.
45. C. D. E.	45. C. D. E.	1994	45. C. D. E.	45. C. D. E.	45. C. D. E.	45. C. D. E.	45. C. D. E.	45. C. D. E.	45. C. D. E.
46. F. G. H.	46. F. G. H.	1995	46. F. G. H.	46. F. G. H.	46. F. G. H.	46. F. G. H.	46. F. G. H.	46. F. G. H.	46. F. G. H.
47. I. J. K.	47. I. J. K.	1996	47. I. J. K.	47. I. J. K.	47. I. J. K.	47. I. J. K.	47. I. J. K.	47. I. J. K.	47. I. J. K.
48. L. M. N.	48. L. M. N.	1997	48. L. M. N.	48. L. M. N.	48. L. M. N.	48. L. M. N.	48. L. M. N.	48. L. M. N.	48. L. M. N.
49. O. P. Q.	49. O. P. Q.	1998	49. O. P. Q.	49. O. P. Q.	49. O. P. Q.	49. O. P. Q.	49. O. P. Q.	49. O. P. Q.	49. O. P. Q.
50. R. S. T.	50. R. S. T.	1999	50. R. S. T.	50. R. S. T.	50. R. S. T.	50. R. S. T.	50. R. S. T.	50. R. S. T.	50. R. S. T.

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15) Physical education:- The time devoted to physical education is determined by the faculty of each school, and is distributed throughout all the days of the week, after consideration of the conditions of the climate, of the district in which the school is located, and of the school life as a whole.

The actual teaching period is from 40 to 45 minutes, consequently, it is possible to teach the daily required work in the school during the 4 to $4\frac{1}{2}$ complete morning hours, and thus the afternoons may be left free for optional work in the school, and for development of the gymnastic, artistic, and extra-curricular school life in general. The complete adaptation and organization of these afternoons of free work is left to the teaching staff of each school, and that because it is a matter depending upon the local conditions and the means of each school. Although the thirty-hour week is basic, this number is exceeded because of periods for physical training, music, and elective studies, so that in the middle and upper stages, the average program requires thirty-six hours.

Practical Lyceum:-- This school gives a six-year course to pupils who enter it after passing an entrance examination similar to that required for entrance to the gymnasium. The purpose of the Practical Lyceum, apart from the general aim of secondary education, is "to cultivate, by means of thorough mathematical training and independent work in the pure and applied sciences, the habit of functional thinking and of scientifically observing culture as a whole." By serving this aim, the Practical Lyceum prepares students to enter the polytechnical

school or the departments of physics, mathematics, or medicine, in the university.

The courses taught in the first two grades of this school are the same as those taught in the first two grades of the gymnasium, and semigymnasium, (see page 45), in order to facilitate the transfer of pupils from the one type of school to the other, if they should so desire after successfully completing the second grade, and to furnish all pupils with a common background of general education, whether or nor they intend to continue their studies.

In the four upper grades of the Practical Lyceum, most of the program is devoted to mathematics and science. Because the aim of this school is quite limited, it is not as popular as the gymnasium, and consequently, the number of this type of school is considerably small. Only 13 Practical Lyceums exist at the present throughout Greece, with a total enrollment of 2214 pupils.

Tuition Fees:-- Fees are charged at the rate of 120 drachmas (\$1.55) a year for the pupils of the two first classes of secondary schools, and 255 drachmas (\$3.30) for the pupils of the last four classes. Partial remission of fees is granted to pupils from large families, if there are other members of the families who are attending some state institutions at the same time. Any pupils of ability who lack resources, are exempt from payment of fees. Besides that, the State, the School Treasuries, and benevolent educational societies have set aside funds for educational assistance, so that gifted children of the poor find the road to the university open to them, regardless of

1. The first part of the report deals with the general situation of the country.

2. The second part of the report deals with the economic situation of the country.

3. The third part of the report deals with the social situation of the country.

4. The fourth part of the report deals with the political situation of the country.

5. The fifth part of the report deals with the cultural situation of the country.

6. The sixth part of the report deals with the environmental situation of the country.

7. The seventh part of the report deals with the international situation of the country.

8. The eighth part of the report deals with the future of the country.

9. The ninth part of the report deals with the conclusion of the report.

10. The tenth part of the report deals with the appendix of the report.

11. The eleventh part of the report deals with the bibliography of the report.

12. The twelfth part of the report deals with the index of the report.

13. The thirteenth part of the report deals with the list of figures of the report.

14. The fourteenth part of the report deals with the list of tables of the report.

15. The fifteenth part of the report deals with the list of references of the report.

16. The sixteenth part of the report deals with the list of abbreviations of the report.

17. The seventeenth part of the report deals with the list of symbols of the report.

18. The eighteenth part of the report deals with the list of units of the report.

19. The nineteenth part of the report deals with the list of definitions of the report.

20. The twentieth part of the report deals with the list of footnotes of the report.

their financial status. As a consequence of this measure, a democratic interpretation of secondary education has replaced its former aristocratic character. Secondary education is no longer the distinguishing characteristic of a small privileged group, but a goal attainable to all persons of ability throughout the nation.

The following table gives the number of secondary schools and the student enrollment:

NUMBER OF SECONDARY SCHOOLS AND STUDENT ENROLLMENT

Type of school	Number of Schools				Number of Pupils		
	Co-ed.	Boys	Girls	Total	Boys	Girls	Total
Gymnasiums	120	24	9	153	36720	11255	47975
Semigymnasiums	219			219	7062	953	8015
Practical lyceums	13			13	2060	154	2214
City-schools (girls)			16	16		1856	1856
Total	352	24	25	401	45842	14218	60060

The number of teachers employed in secondary schools is 2663.

- - - - -

Note: The data of the above table was supplied by the Department of Statistics of the Ministry of Education of Greece.

Secondary education for girls, it was recommended, should be given in separate schools whenever possible, and should be differentiated from that for boys in accordance with the differences in physical and mental development of girls, the nature and the quality of their abilities, and the actual position of women in life and the vocations. In practice, owing to economic conditions, and to the considerably small number of girls attending secondary schools, the majority of schools are co-educational, although some separate schools for girls are found, as is shown in the above table. Attention is paid, however, to sex differences as far as possible, in the co-educational schools.

The number of girls attending secondary schools, as contrasted with boys, is comparatively small. The reasons for that are many, the most important of which are: (a) the considerable difficulty with which girls from small villages can leave their homes to pursue studies in high schools; (b) the lack of an adequate number of schools serving the special needs of girls, and (c) the narrowness of the employment field for girls, because of the men's predominance in the occupations.

Activity Methods:-- The introduction of the principle of activity is a notable reform in the secondary school programs. This reform, following the World War, is designed to revive the general scholastic spirit of Greece. Intellectual training is no longer the exclusive business of instruction, since it is now recognized that the acquiring of knowledge of facts by means of experience through personal activity is the best method in the training of the child and the adolescent. For the wide application of this valuable principle of activity in the

schools, the principals, inspectors, and teachers of every subject are held responsible. Consequently, they are doing all in their power to extend the application of activity methods in the instruction of all branches of study, such as conducting experiments in physics, chemistry, natural history, and geography; motivating the collection of minerals, insects, animals, flowers, fruits, and leaves; the cultivation of school gardens; restoration of historical records; construction of historical and geographical maps of the locality; building up of school museums; carrying on meteorological measurements and observations, etc. In addition, frequent excursions, systematically organized, etc., lead the pupils to broaden and strengthen their own experience, and enable them to solve various problems related to the subject matter of their course.

School Calendar:-- The school year in secondary schools is nine months in length, with a three-month vacation in summer, from June 16 to September 15, inclusive. In addition, to this summer vacation period, there is a two-week vacation in the winter, from December 24 to January 7, inclusive, and one week at Easter. The schools are not in session on a few religious holidays, which are scattered throughout the year. The school year is divided into three terms, each containing three months. At the end of each term, examinations are conducted to test the work covered in the term closing. School is in session from 8 to 12, and from 2 to 4 or 5 o'clock six days a week, with the exception of Thursday afternoons, which are free for extra-curricular activities.

The lesson periods are 45 minutes in length, with ten minute recesses between each period. During these short inter-period recesses the pupils go outdoors and play on the playgrounds, thus getting recreation and relaxation between courses. At the same time, the class-rooms are thoroughly aired out.

This time-schedule can be modified to fit the conditions of any particular school.

Tendencies in Secondary Education:-- In 1922, when a political, social, and economic democracy superseded the monarchical government, an issue of cardinal importance was the need of a reform of the school system to meet the demands of a changed and changing social order. Of course, it was not possible to effect this reform at once, owing to the terrific drain on the Greek treasury by the million and a half Greek refugees. But as soon as possible, the old aristocratic conceptions upon which education had been built were, as far as possible, abolished, and in their place was laid the foundation for a new type of education, a foundation composed of democratic conceptions. So we find that in Greece today, a democratic interpretation of secondary education has replaced to a great degree its former aristocratic character, and secondary schools are at last open to all pupils of sufficient ability.

Now a very considerable proportion of the pupils and students attending the secondary schools and universities in Greece is recruited from the lower classes of society; a very large number of these pupils are sons of laborers and small landholders (or peasants); and as a

The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The scientific aspect of the problem is concerned with the question of how life arose from non-life. The philosophical aspect is concerned with the question of whether life is a necessary part of the universe or whether it is a mere accident.

The second part of the paper is devoted to a discussion of the various theories of the origin of life. It is shown that there are three main theories: the theory of spontaneous generation, the theory of panspermia, and the theory of abiogenesis. Each of these theories is discussed in detail, and the evidence for and against each is presented.

The third part of the paper is devoted to a discussion of the various experiments that have been conducted to test the theories of the origin of life. It is shown that there have been many experiments, and that the results have been mixed. Some experiments have shown that life can arise from non-life, while others have shown that it cannot.

The fourth part of the paper is devoted to a discussion of the various philosophical questions that arise from the study of the origin of life. It is shown that there are many questions, and that they are not always easy to answer. The questions are discussed in detail, and the author's own views are presented.

result, persons attending the educational institutions providing higher education and qualifying for admission to leading positions in the public life of the country include every stratum of the people. These schools afford an opportunity for the indiscriminate self-assertion of talent; and indeed, every encouragement is given to talent among persons of humble origin, in the form of scholarships, pecuniary assistance, and exemption from payment of tuition fees.

With the reform, Greece endeavored to change the age limit for attendance in public school from the previous limit of 12 years of age, to fourteen years of age, but the attempt did not succeed completely in these days of economy and retrenchment. The endeavor to extend the age of compulsory education led to the necessity of establishing hundreds of new schools, and of employing a vast army of new teachers. Unfortunately for Greece, this endeavor came at a period of utter impoverishment, not only of the country itself, but of the whole world, and therefore, its actual and complete fulfilment will be possible only as soon as circumstances will permit.

While Greece is making every effort to extend the age limit of school attendance, on the other hand it is trying hard to eliminate the vast number of self-styled "intellectuals."

Before the reform, the education given in the secondary school was permeated by a pseudo-scientific, encyclopedic aridity, which rendered sterile the soul of the pupil, and encumbered his mind with a mass of unorganized theories and facts. Hundreds of pupils securing diplomas from the secondary school, due to this pseudo-education which

served only to give them a false idea of their place in life, were augmenting the army of what might be called the educated proletarians.

The number of this type of secondary school and university student is already so abnormally large that the country is menaced with the nightmare of a white-collar proletariat, which has been fitted for something better and above manual labor, or common jobs, and which consequently chooses a life of idleness rather than adapt themselves to the life they find themselves in outside the school-room.

This army has been augmented by the host of similarly minded "intellectuals" expelled from Asia Minor and Eastern Thrace, and driven to take refuge in the mother country. As a natural consequence, the increase of the number of this proletariat increases competition in the intellectual market, and only a small proportion of these holders of diplomas are in a position to obtain work in keeping with their intellectual training.

So we find that many of these intellectuals remain unemployed. Not finding work corresponding to their qualifications, they prefer to stay idle than to undertake humiliating jobs, and that because they are unfitted to enter upon any practical vocation on account of their education not having been of a practical nature, and thus causing them to feel that they are "too good" to work with their hands. How is it possible for a person wearing a white collar to change it for the over-all? Persons well-acquainted with the philosophy of Socrates, Plato, Aristotle, Kant, Spinoza, etc. feel that they are not destined for manual labor. Such persons, because they cannot find work commensurate

with their intellectual training, follow the mode of living of their ancestor, Socrates, with the alarming difference that they, instead of teaching their listeners what virtue, malice, good, or evil is, and to obey the laws of the state as Socrates did, in their discontent, spread revolutionary ideas, and try, by radical demagoguery, to sweep the nation toward final annihilation. By offering only a classic education to the masses, Greece has only succeeded in reducing the number of persons qualified to do her manual labor, while the economic, political, and national needs of the country urgently demand schools that offer various types of education, which will equip the students to fit into the needs of rural life, commerce, industry, and applied art.

Fortunately, the present Minister of Education, Mr. G. Papandreou, is taking drastic steps to ward off the growth in the number of intellectual workers and office seekers by the conversion of many classical gymnasiums into practical and agricultural schools, (see page 59), and by the elimination of the number of students entering secondary school and the university. To insure this needed elimination, the standards of the entrance examinations to these institutions have been raised, and likewise, the requirements within the institutions have been made more rigid, so that there is no longer any place in them for the mediocre, or for those simply seeking diplomas. Now the Greek children are to be given an industrial, commercial, and agricultural preparation, to fit them for carrying on an efficient national struggle for existence. Far from discouraging education, the scholastic energies of the Greeks are merely being turned into other

THE GREEK MINISTER OF EDUCATION



Mr. George Papandreou to whom Greek education owes its radical reform.

and more appropriate avenues.

The following table shows the results of this endeavor to eliminate an over-amount of classicism:

DECREASE OF SECONDARY SCHOOL PUPILS AND UNIVERSITY STUDENTS

Year	1925	1928	1931	decrease
No. of pupils of sec. schools		90179	60060	30119
No. of students of Athens Univ.	10194	7964	5283	4911

- - - - -

This decrease is not due alone to the special endeavor of the state, but is partly due to the economic conditions in the country.

Note: The data of the above table was supplied by the Department of Statistics of the Ministry of Education of Greece.

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VOCATIONAL EDUCATION

Vocational education is one of the first needs of modern times, and a type which, until recently, was the least provided for in Greece. Instead of training the mass of the population to become skillful producers in the field of agriculture, industry, and commerce, Greece had made only an effort to turn out of the middle and upper classes, men of letters, while the rest of the people were left, one might say, to God's mercy, and to their personal initiative.

There are some reasons why such a policy was somehow justified. The soil of much of continental and insular pre-war Greece is so rocky and mountainous that only one-fifth of it is arable. Such a soil was not conducive to a significant scientific agricultural development, which would demand the establishment of special schools.

The relative lack of good roads and means of communication hindered the progress of commerce, and if Greece had not had the divine gift of vast sea-roads, then there would be an entire lack of commercial schools, which would not be perceptible at all, since no need for them would exist.

Lastly, the scarcity of subterranean wealth, and raw materials did not encourage the existence of an industry worthy of its name, and consequently the foundation of industrial schools.

Now, while I am writing the situation is very different. The annexation of Macedonia and Thrace, with their fertile plains, has

THE HISTORY OF

The history of the world is a subject of great interest and importance. It is a subject which has attracted the attention of men of all ages and all nations. The history of the world is a subject which has been the subject of many different theories and opinions. Some have thought of it as a series of events, while others have thought of it as a process. Some have thought of it as a story, while others have thought of it as a science. The history of the world is a subject which has been the subject of many different theories and opinions. Some have thought of it as a series of events, while others have thought of it as a process. Some have thought of it as a story, while others have thought of it as a science. The history of the world is a subject which has been the subject of many different theories and opinions. Some have thought of it as a series of events, while others have thought of it as a process. Some have thought of it as a story, while others have thought of it as a science.

given a granary to the state. The drainage operations on lakes and swamps and the taming of obstreperous rivers, which is now taking place as a result of the endeavor of the Greek Government to make the country self-supporting, will give over to cultivation, thousands of acres of arable land, and open up vast prospects of agricultural development.

An ambitious good-roads movement is now well under way throughout the country, and new harbor works are in progress, while the chimneys of various factories are being multiplied in the process of the time. What Greece did not do during a century of independent life, she is doing in a short time now. According to the latest report, the Refugee Settlement Commission, established in 1923, has built nearly half a million houses on land provided by the Greek government, has spent about \$80,000,000 to establish in agriculture and in industry, Greeks obliged to leave other countries as a result of the wars and subsequent treaties.

All this amazing progress has been due partly to the inexhaustible vitality of the Greek race, and partly to the desperate economic crisis which tortures the world, and which has forced Greece to try hard in order to make herself self-supporting, and give, at the same time, work to the unemployed.

Such a progress in the field of agriculture, industry, commerce, and trade, naturally asks for more and better vocational education. Since this demand has met with general recognition, efforts are being made to establish a systematic organization of vocational schools.

AGRICULTURAL EDUCATION

The state is actively interested in arousing an interest in agriculture as an assured source of wealth which will soon bring speedy returns, and therefore, is not sparing any expense to insure the desired success. As a consequence of this aroused interest, a whole scheme of agricultural education has been established, under the control of the Ministry of Agriculture.

Reference has already been made to the introduction of gardening in the elementary schools, a thing which, aside from its great educational value, is aiming to make children indirectly interested in agriculture. This is the preliminary step of the whole system of agricultural education, which consists of Sunday-Agricultural, lower, middle, and, higher agricultural schools.

Sunday Agricultural Schools:-- Greece is paying millions of dollars every year to buy from foreign countries vast quantities of cereals, and other agricultural products needed for the maintenance of her people. But while the economic situation of the world was good, the state could easily secure the money needed for the purchase of wheat, by selling the surplus of its products to foreign markets. Now conditions are different; the Greek products do not any longer find ready customers, and Greece spends more money for her preservation than she earns. This procedure is very dangerous, and is the sure road to bankruptcy, the phantom of which forced the Greek government to take

assiduous steps to avoid it. The only solution was the extortion from the Greek soil, with the assistance of the science of agriculture, produce sufficient in amount to provide food for the nation.

For the success of this endeavor, skillful farmers are wanted, urgently, and so, to provide herself with such, Greece established Sunday Agricultural schools, in compliance with law 3600, of 1927.

These schools give a two-year practical course in agriculture and horticulture to the farmers or their sons who wish to be prepared in a short time to take better charge of their farms. The schools are in session only on Sundays or other religious holidays, from two to six p.m., when the farmers can feel free to attend. They give instruction, both theoretical and practical, in every phase of rural and agricultural life, of value to the farmer.

The following subjects are dealt with: (1) general and special farming; (2) fertilizers and manures; (3) agricultural machinery; (4) horticulture; (5) fruit trees; (6) zootechnics, and (7) elements of Agricultural Economy and legislation.

At present there are four hundred Sunday Agricultural schools in Greece, and their number is increasing as rapidly as properly qualified teachers are to be secured.

The instruction in the above-mentioned courses is given by the elementary school teachers, of the village in which the Sunday Agricultural school is located, who are specially prepared for this purpose in the Agricultural Seminaries.

Agricultural Seminaries:-- These institutions, with a one year

course, aim to prepare elementary school teachers to give instruction in agriculture in the Sunday Agricultural Schools. Elementary school teachers in service, assigned by the Minister of Education, leave their schools for a year, and attend the Agricultural Seminaries, receiving their full salaries while attending. At the end of the year, they take leaving examinations, and receive a certificate entitling them to teach agriculture in the Sunday Agricultural schools, for which they receive additional pay. The work of the Seminaries is done both in the classrooms and on the land.

The subjects of study and the weekly time schedule of the Agricultural Seminaries appear in the following table:

(See the following page for table)

SUBJECTS OF STUDY AND TIME-SCHEDULE OF THE AGRICULTURAL
SEMINARIES (*)

Subjects	The- ory	Prac- tice	Total
Agriculture (general and special).....	2	3	5
Zootechnics and poultry rearing	2	2	4
Arboriculture, horticulture, floriculture	2	3	5
Viticulture.....	1	1	2
Agricultural entomology and pathology....	1	1	2
Agricultural industry.....	2	2	4
Agricultural economy and accounting.....	2	-	2
Elements of political economy.....	1	-	1
Agricultural mechanics.....	1	1	2
Beehives and silk-worm culture.....	1	1	2
Elements of veterinary and hygiene.....	1	-	1
Total hours per week	16	14	30

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There are, at present, six Agricultural Seminaries in Greece, located in the cities where there are higher agricultural schools, and that because the teachers of these schools are also teaching in the

(*) Bulletin of the Ministry of Agriculture, Agricultural Seminaries, 1931, p. 4.

seminaries, and also because of the existence of perfect experimental agricultural stations.

Lower Agricultural Schools:-- Boys over 12, who have completed the elementary school, are admitted to these schools, which specialize, according to their location, in agricultural machinery, dairy and pasture lands, farm operations, and fruit industries.

The courses last two years, and the graduates are given certificates as skillful farmers.

There have been established 36 such schools, with a tendency of an increase in their number.

Middle Agricultural Schools:-- There are three agricultural schools of secondary level, one at Larissa, one at Patras, and one in Crete. They are combination day and boarding schools. The boarding students are charged 1500 drachmas a semester, which covers the cost of their tuition and board and lodging. The day students attend free of charge.

Students who have completed four years of gymnasium or practical lyceum, are admitted to these schools. The instruction is both theoretical and practical, on the administration of combined agricultural and live-stock establishments, emphasizing some central studies, determined by local conditions, such as oenology and wine industries, olive-tree culture, etc. These schools have an area of several acres, where experimental and model agricultural stations have been established for practical instruction and demonstration of theory. The courses last three years, and the graduates are given diplomas as experts in the

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field of agriculture.

The following table shows the subjects of study, and the weekly time schedule of the middle agricultural schools:

SUBJECTS OF STUDY AND TIME-SCHEDULE OF THE MIDDLE AGRICULTURAL SCHOOLS (*)

Subjects	Year I		Year II		Year III		Total
Semester	1	2	1	2	1	2	
Greek.....	2	2	-	-	-	-	4
Practical arith. & geometry.....	5	-	-	-	-	-	5
General & special agriculture.....	-	2	2	2	3	-	9
Agricultural mechanics.....	-	2	3	-	-	-	5
Agricultural industry.....	-	-	2	-	-	-	2
Agricultural entomology & pathology.....	-	-	-	2	2	-	4
Agricultural law.....	-	-	-	-	-	2	2
Ariculture.....	-	-	2	2	2	-	6
Viticulture.....	-	-	3	3	-	-	6
Zoology.....	2	1	-	-	-	-	3
Horticulture.....	-	-	-	-	-	3	3
Botany.....	2	2	-	-	-	-	4
Zootechnics.....	2	2	2	2	2	-	10
Political & agricultural economy..	-	-	-	2	2	3	7
Elements of topography.....	-	3	-	-	-	-	3
Elements of veterinary science ...	-	-	-	-	-	1	3
Geology.....	-	-	2	2	-	-	4
Forestry.....	-	-	-	-	-	-	2
Meteorology & physics.....	2	2	-	-	-	-	4
Accounting.....	-	-	-	-	2	2	4
Beehives and bee honey.....	-	-	-	1	-	-	1
General chemistry.....	3	2	-	-	-	-	5
Olive-tree culture.....	-	-	-	-	2	-	2
Silk-worm culture.....	-	-	-	1	-	-	1
Butter-making.....	-	-	2	1	-	-	3
Poultry-rearing.....	-	-	-	-	-	3	3
Plumbing and masonry.....	-	-	-	-	1	2	3
Total hours per week	18	18	18	18	18	18	108

(*) Bulletin of the Ministry of Agriculture, 1931, Middle Agricultural Schools, p. 28.

1. The first part of the report is a general introduction to the project. It describes the purpose of the study, the objectives, and the scope of the work. It also provides a brief overview of the methodology used in the study.

Date		Time		Location		Weather		Observations	
1	10/1/80	8:00	8:30	100	100	100	100	100	100
2	10/2/80	8:00	8:30	100	100	100	100	100	100
3	10/3/80	8:00	8:30	100	100	100	100	100	100
4	10/4/80	8:00	8:30	100	100	100	100	100	100
5	10/5/80	8:00	8:30	100	100	100	100	100	100
6	10/6/80	8:00	8:30	100	100	100	100	100	100
7	10/7/80	8:00	8:30	100	100	100	100	100	100
8	10/8/80	8:00	8:30	100	100	100	100	100	100
9	10/9/80	8:00	8:30	100	100	100	100	100	100
10	10/10/80	8:00	8:30	100	100	100	100	100	100
11	10/11/80	8:00	8:30	100	100	100	100	100	100
12	10/12/80	8:00	8:30	100	100	100	100	100	100
13	10/13/80	8:00	8:30	100	100	100	100	100	100
14	10/14/80	8:00	8:30	100	100	100	100	100	100
15	10/15/80	8:00	8:30	100	100	100	100	100	100
16	10/16/80	8:00	8:30	100	100	100	100	100	100
17	10/17/80	8:00	8:30	100	100	100	100	100	100
18	10/18/80	8:00	8:30	100	100	100	100	100	100
19	10/19/80	8:00	8:30	100	100	100	100	100	100
20	10/20/80	8:00	8:30	100	100	100	100	100	100
21	10/21/80	8:00	8:30	100	100	100	100	100	100
22	10/22/80	8:00	8:30	100	100	100	100	100	100
23	10/23/80	8:00	8:30	100	100	100	100	100	100
24	10/24/80	8:00	8:30	100	100	100	100	100	100
25	10/25/80	8:00	8:30	100	100	100	100	100	100
26	10/26/80	8:00	8:30	100	100	100	100	100	100
27	10/27/80	8:00	8:30	100	100	100	100	100	100
28	10/28/80	8:00	8:30	100	100	100	100	100	100
29	10/29/80	8:00	8:30	100	100	100	100	100	100
30	10/30/80	8:00	8:30	100	100	100	100	100	100
31	10/31/80	8:00	8:30	100	100	100	100	100	100

Higher agricultural schools:-- Heading the system of agricultural education, is the Highest Agricultural School, located at Athens. This school offers a four-year course. Graduates of gymnasiums, practical-lyceums, normal schools, and middle agricultural schools are admitted to this institution, after passing an entrance examination.

This institution aims to prepare teachers of agriculture, officials of the agricultural service of the state, and administrators of private agricultural or live-stock establishments, etc.

The instruction in this school is both theoretical and practical, and for the accomplishment of the latter, a botanical garden, well-equipped, and model stations of agriculture and stock-farming are attached to the school.

The teaching staff of this institution is composed of twenty professors and seven assistant-professors, with a total enrollment of 178 students in 1952.

Other agricultural schools:-- Before the annexation of Macedonia, an American agricultural college had been established near Salonica, in Macedonia, offering a valuable service to the agriculture of that part of the country. This college is still in existence, contributing very much to the solution of the agricultural problems of Greece.

Considerable assistance is given to the agrarian population of Greece by the agricultural supervisors (nomogeoponos), who are public servants, having their headquarters in every district, (nomos). These supervisors travel through their districts, and offer their services to the farmers, free of charge.

THE FIRST PART OF THE HISTORY OF THE UNITED STATES OF AMERICA

FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME

BY JAMES OSGOOD, ESQ. OF BOSTON.

IN TWO VOLUMES. VOL. I.

LONDON: PRINTED BY J. JOHNSON, ST. PAUL'S CHURCH-YARD, 1782.

AND SOLD BY J. JOHNSON, ST. PAUL'S CHURCH-YARD, 1782.

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Agricultural education in Greece is given free, while the orphans among the students of certain agricultural schools are given free board and room in addition. (See "Education of Orphans", page 79).

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COMMERCIAL EDUCATION

Commercial education is directed by the Ministry of National Economy, and aroused considerable interest on the part of the state, earlier than the other branches of vocational education.

Commercial education is provided (1) in the Highest School of Commercial and Economic Sciences; (2) in middle commercial schools, and (3) in lower practical commercial schools.

There are at present in Greece, 25 public and 16 private middle commercial schools. The former are supported by the state, by endowment funds, local communities, and other sources; the latter are business enterprises, conducted by individuals. The diplomas given by private schools are recognized as equivalent to those given out by the public commercial schools, when the standards of these schools justify it.

There are also 12 practical commercial schools, supported by commercial clubs, chambers of commerce, and clubs of merchant's clerks.

Highest School of Commercial and Economic Sciences:-- Standing at the head of the system of commercial training is the Highest School of Commercial and Economic Sciences, at Athens, an institution of university level, requiring graduation from the gymnasium or its equivalent, for entrance. This institution gives a three-year course, preparing teachers of commercial subjects for service under the state, as well as for various careers in business and banking. The total enrollment in

1931 was 524.

Middle Commercial schools:-- These schools give four-year courses to boys and girls who have completed the work of the semigymnasium, or of the first two grades of the gymnasium, and who have passed the entrance examinations. In addition to the commercial subjects, these schools include in their program, subjects of general education, similar to those taught in the gymnasium.

The middle commercial schools prepare for service in business, banks, co-operative businesses, and economic enterprises.

Lower practical commercial schools:-- Most of these schools are evening schools, offering a three-year course to boys and girls who have completed the work of the elementary school. The subjects taught are mostly a continuation of the regular elementary school curriculum, but with specialization in bookkeeping and a few other allied subjects. The aim of these schools is to train salesmen and store clerks.

The following table shows the number and types of commercial schools, the number of teachers, and the enrollment therein:

(refer to following page for table)

TYPES AND ENROLLMENT OF COMMERCIAL SCHOOLS

Type of commercial school	Schools	Teachers	Pupils		Total
			Boys	Girls	
Highest	1	21	500	24	524
Middle public	25	256	2141	789	2930
Middle private	16	171	1654	128	1782
Lower practical	12	91	1540	273	1813
Total	54	539	5835	1214	7049

Note: The data of the above table was supplied by the Department of Commercial Education of the Ministry of National Economy of Greece.

Table 1. Summary of the data collected from the 1990-1991 season.					
Year	Month	Day	Time	Location	Remarks
1990	Jan	15	10:00	Station 1	First observation of the species.
1990	Feb	20	11:30	Station 2	Second observation of the species.
1990	Mar	10	12:00	Station 3	Third observation of the species.
1990	Apr	25	13:00	Station 4	Fourth observation of the species.
1990	May	15	14:00	Station 5	Fifth observation of the species.
1990	Jun	30	15:00	Station 6	Sixth observation of the species.
1990	Jul	15	16:00	Station 7	Seventh observation of the species.
1990	Aug	30	17:00	Station 8	Eighth observation of the species.
1990	Sep	15	18:00	Station 9	Ninth observation of the species.
1990	Oct	30	19:00	Station 10	Tenth observation of the species.

Figure 1. Map of the study area showing the locations of the 10 stations. The map includes a scale bar and a north arrow.

TECHNICAL AND INDUSTRIAL EDUCATION

While agricultural and commercial education are regulated by law, technical education, with some exceptions, is left to the initiative of local and provincial authorities, and to private organizations. It does not follow that the state is not interested in these institutions; its intervention in this field is shown in the considerable financial support granted to schools of this type, that merit assistance.

Each technical school has its own regulations, and course of study, adapted to the needs of the locality.

There are now several technical and industrial schools in Greece preparing machinists, electricians, plumbers, railway engineers, telegraphers, captains of commercial ships, etc. There are also schools of needlework and embroidery, carpet-making, handicraft, household arts, drama, fine arts, journalism, interior decoration, etc.

Besides these various schools, there are evening classes in technical subjects, intended to give special supplementary training to persons already actively engaged in industrial work.

Much technical education is given the orphans at the Greek orphanages. (See "Education of Orphans", p. 79).

Polytechnic School:-- At the head of all technical education in civil and mechanical engineering, surveying, architecture, electro-technics, and in technological chemistry stands the Polytechnic

Institute, at Athens. This school, unlike the other technical institutions, is supported and controlled wholly by the state. Graduates from the gymnasium, or practical lyceum, are qualified to take the entrance examination for the polytechnic school. The course is a four-year one, and leads to a degree in the subject majored in. Both men and women are admitted. The total enrollment in 1931 was 457.

The Greek government, after having organized agricultural education, is now ready to give an impetus to the field of technical and industrial education. The preliminary work is already done, and the immediate establishment of several state technical schools in industrial and manufacturing centers, is now a matter of fact.

One of them, the Superior School of Arts and Vocations of Athens, will open during the coming year, and will contain departments of designing, sewing, tailoring, millinery, carpentry, mining, engraving, sculpturing, pottery, embroidery, applied chemistry, etc.

PRIVATE EDUCATION

The establishment of a private school in Greece either of elementary or secondary grade, is contingent upon permission from the Ministry of Education, and this permission is given only when the applicant is qualified to undertake such an enterprise, and also when the building which is to serve his purpose is suitable from all standpoints.

All private schools, and especially those of elementary grade, are required to follow the official syllabi and courses of study, and to devote to the teaching of each subject, the same number of hours a week as are prescribed for those subjects in the public institutions. The teachers of private schools just possess the proper qualifications, and are entitled to pensions from the state on the same terms as the public school teachers.

Pupils desiring to be transferred from any grade in a private school to a corresponding grade in a public school must pass examinations in order to prove that they are well-prepared for the work of that grade in the public school.

Every private school must keep the authorities informed periodically as to the attendance of pupils, and must be open to supervision by the Inspector-General of private education on such matters as qualifications of teachers, condition of the school buildings, school attendance, and quality of teaching.

During the ten years of War, on account of the mobilization of the public school teachers, and the use of many school buildings for military purposes, the public schools were overcrowded, and the work done was relatively inferior. As a natural consequence of that condition, all parents who could afford it, sent their children to private schools. This factor immensely increased the number of private schools. There are at present, in Greece, 326 private schools, compared with 35 in 1915; 90 are of secondary school level, and 236 are elementary schools. Among them, 42 are French schools, conducted by French priests, and a few are sectarian, such as Roman Catholic and Protestant.

Now the enrollment of private schools is becoming less and less. The reason for that is the low fees asked in the public schools, and their remarkable improvement in all respects. In the case of private schools of elementary level, conducted by foreigners, the decrease in enrollment was very great in 1930, when the Greek government passed a decree forbidding Greek children under the age of twelve to attend private schools conducted by foreigners.

The Greek government considered this decree a necessary expedient, owing to the religious propaganda which was being promulgated in these schools by the priests in charge of these schools.

This cannot be interpreted as intolerance on the part of the Greek government, if we recall that the Greek Orthodox religion and nationalism are so closely related. In fact, we must remember that during the period when the Greeks were in slavery under the Moslem Turks, it was the Greek Orthodox priests in their monasteries who fostered and kept

alive the feeble spark of Greek culture, and education; and that it was largely through their efforts in feeding and fanning this spark that it became the purging fire of the enslaved Greeks, enabling them once again to re-kindle their national spirit.

Conscious of their debt to the national religion, the Greek government is ever watchful to repulse and check any infringement of foreign dogmas, which can so easily be cloaked in the non-orthodox religious teachings, and which would tend to break down the dearly established spirit of Greek nationalism.

Mention must be made of the four American schools existing in Greece, whose valuable contribution to Greek education is highly esteemed. The American College for Girls at Old Phaleron, the Greek-American College at Athens, and two American Colleges in Salonica, offer secondary education, and also commercial and vocational subject. These American schools, with the exception of Athens College, were formerly in Turkey, but established themselves in Greece, when conditions in Turkey became unfavorable to the continuance of their work.

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ADULT EDUCATION

Adult education, on a voluntary basis, is provided in both day schools, and night schools, which have been established mainly by private educational organizations, which are assisted financially by the communities.

The Macedonian Educational Society can pride itself on the fact that it contributes very much in the field of adult education, by maintaining in the annexed provinces, and especially in Macedonia, numerous night schools for adults. In this section of Greece, the purposeful neglect of education, by the Turks, has left a large amount of illiteracy behind it among the peasant masses.

Besides the Macedonian Educational Society, there are the Parnassus Society, and numerous other smaller societies supporting part-time or night schools for adults, which schools offer education fitting the individual to be a more widely and more richly equipped man, and a better citizen. The individual teachers who are voluntarily conducting elementary schools for adults in the late afternoon hours are not scarce in Greece.

Apart from societies devoted to the cause of adult education, there are also institutions serving other ends as well and incidentally contributing to adult education. Such are the Y.M.C.A., the Y.W.C.A., the Lyceum of Greek Ladies, the American Near East Relief, and many other vocational institutions.

Another type of adult education, which gets attention from the Greek government and other authorities, is that of the library. There is now a marked development in the increased provision of libraries by the state and the communities, for the spreading and promoting of popular knowledge. Also, almost all the schools of Greece are provided with their own libraries. There is in Greece, the Society of Useful Books, the aim of which is to publish useful books and offer them at very low prices, to the public. The contribution of this society to the adult education is of great value.

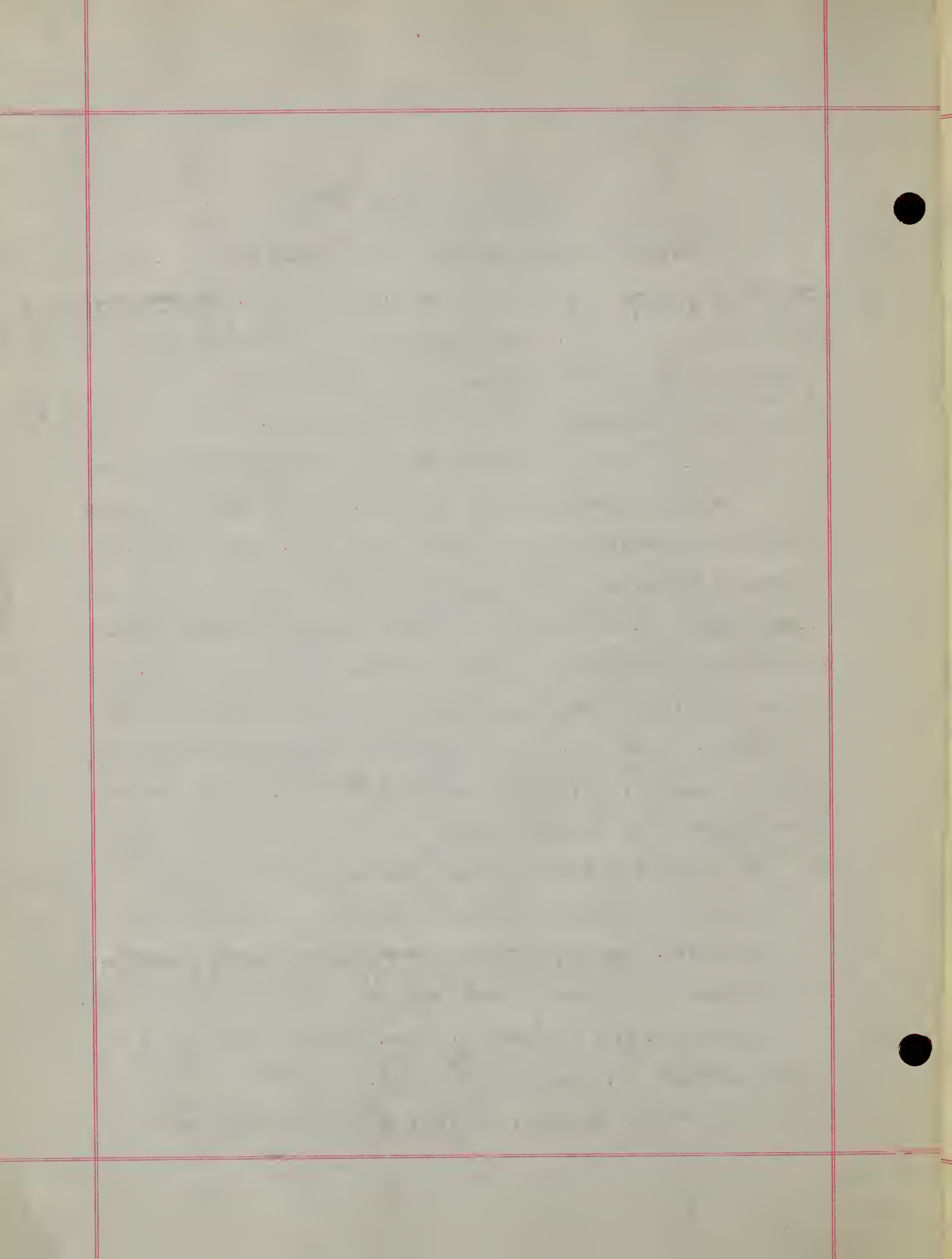
MEDICAL AND SOCIAL WELFARE

The department of school hygiene of the Ministry of Education, the Ministry of Hygiene, the Junior Red Cross of Greece, and the Anti-tuberculosis Association, have combined their efforts for the safeguarding of the children's health, and the results already obtained from their combined efforts have been very beneficial.

The hygienic conditions within the schools, and the health of the pupils are looked after by school physicians, who give all the children a thorough health examination at least twice a year. Besides that, lessons in hygiene are given in the schools by the teachers, and by the school physicians, on problems of hygiene, and many pamphlets on health and sanitation are distributed among the pupils and their parents. To further promote this work, hygiene posters are freely used in most of the schools. Since 1915, school clinics have been in operation in the most important cities of Greece, where more than 140,000 children have been treated, up to the present time.

The private houses which had been serving as school buildings and which had been a menace to the pupils' health are no longer used for school purposes. New school buildings have been built, (see page 25), in accordance with the most advanced hygienic theories, with big, light, airy, classrooms, wide and light corridors, and comfortable school desks, sunny and sheltered playgrounds, etc.

Of late years, all these, and other hygienic conditions have



received, and continue to receive, serious consideration.

School baths:-- The valuable contribution of shower-baths to the maintenance of health gave an impulse for the equipping of the school-buildings with such accommodations for the use of the pupils. At the present, only a few school-buildings have been so equipped, whereby the pupils can obtain cold or warm showers after their physical education periods.

Summer colonies:-- In recent years, benevolent societies have been established, whose sole aim is to raise funds from various sources in order to send weak and mal-nourished, needy children of cities to selected summer resorts for a month or more. There, the fresh air, the abundant nourishing food, and the out-door games, improve the children's health very much. Besides this advantage, the summer colonies exercise upon the children's character a considerable influence. The sense of duty, order, mutual understanding, and aid, becomes more deep. And the educational contribution of the summer colonies is equally great, because they afford the pupils an opportunity to acquire knowledge by themselves, and awake a general interest in the phenomena of nature.

Apart from the summer colonies, there exist also a few permanent school colonies, where sick children are sent to be cured. The practice of camping, too, has been widely extended among the Greek children, and because most of them do not take any paid work during the summer vacation, they usually spend a part of their vacation in summer camps. The Scout troops take the lead in open-air life.

Education of Orphans:-- The ten years of war and the Asia Minor catastrophe in 1922, created thousands of orphans, whom the state was obliged to support and educate. To the many other big problems which Greece had to face at that time, this very difficult one was added, and the solution of it was most urgent.

Again the considerably poor but generous Greek people were asked to contribute freely to assist the government in its endeavor to establish institutions for orphans. From local taxations on tobacco, tag-days, and donations from individuals and societies, the almost immediate establishment and maintenance of 48 national orphanages and boarding houses became possible, where 19,250 innocent victims of the war found paternal care and education.

There are at present 39 orphanages and boarding houses, 28 for boys, and 11 for girls in which 2270 boys, and 987 girls are living.

The work done in those institutions is excellent. In each of them six years of elementary work is given, followed by one to three years of practical education, both vocational and technical, but mainly practical agriculture on farms, which belong to these institutions.

The brighter of the orphans are assisted to pursue courses in normal schools, and the University, while the others are furnished with a general education and vocational training which enable them to find a good job after leaving the orphanage.

The professional courses offered to the orphans are the following:

(See following page for list)

To Boys	To Girls
Shoe-making	Embroidery
Tailoring	Millinery
Wood-engraving	Tailoring
Joinery	Knitting
Upholstery	Carpet-making
Black-smithing	Handicraft
Book-binding	Lace-making
Interior decoration	Agriculture
Agriculture	Weaving

Extra-curricular activities, such as student orchestras, athletic and dramatic clubs, and scout troops, have been organized in the orphanages, offering recreation to the orphans during their leisure time.

In the summer-time, the orphans are taken care of in summer-camps, erected especially for this purpose.

The successful solution of the problem of the thousands of Greek orphans depends very much upon the valuable assistance of the American Near East Relief. (N.E.R.) Care, shelter and assistance have been given to 18,268 orphan children by the N.E.R. in its big orphanages established in Greece. The gratitude of the ~~succored~~ orphans and of the Greek people will be eternal for that fine organization.

Schools for defective children:-- Defective children are instructed in special institutions, where they have board and lodging free of cost. These institutions were established and are supported mainly from donations of public benefactors, while the state subsidizes in case of need. There are now in Athens one school for children who are deaf-mutes, one for the blind, and one for the feeble-minded. Besides these, there are two asylums for delinquent children, the Benakeon, and the Empirikion, established by the great philanthropists of Greece, Mr. Benakes, and Mr. Empirikos. There is also the Averofion reformatory for juvenile offenders, established by Mr. Averof, and a few other similar institutions.

Physical education: Physical education is a compulsory subject in all schools, and in the secondary schools, it is entrusted to specialists, while in the primary schools it is looked after by the regular teachers. Ample playgrounds and gymnasiums attached to the school buildings are available for physical training, where suitable exercises, outdoor games, and athletic activities in general form a powerful means of counteracting the harmful effects of the sedentary work in school, and the injurious, one-sided intellectual strain, as well as the effects of an unhealthy mode of life.

Teachers of physical training are prepared in the Institute of Physical Education, located in Athens, which is open to graduates of secondary schools, or to those who hold a teacher's diploma. The institute provides separate courses for men and women; the length of the course is two years. The work of the course, which is both theoretic-

The first of these is the fact that the
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 increased in the last few years. This
 is due to the fact that the disease
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tical and practical, includes the following subjects:

- Human anatomy and physiology
- Mechanism and physiology of exercise
- Educational gymnastics
- Orthopedics, massage, and therapeutics
- School-games, and aesthetic dancing
- Fencing
- Scouting
- Rowing and swimming
- Military training and target-practice
- History of physical education
- Hygiene
- Music

Besides this institution, there is a similar military institution in Athens, having the aim to train officers of the army to be teachers of physical education to the soldiers. Mention must be made here that all the Greek boys who have reached the age of twenty must serve in the army or the navy for a period of sixteen months. To those boys who attend higher schools, permission is granted to postpone the military service until after finishing their studies. Physical training occupies a prominent place in the army life, and therefore justifies the existence of such an institution.

Among other factors in the awakening of a new spirit in physical education, may be cited the example shown by the Lykeion of Hellenikon, a society of Greek ladies, which has revived the ancient Greek dances.

THE UNIVERSITY OF CHICAGO

CHICAGO, ILLINOIS

DECEMBER 10, 1964

TO THE EDITOR

YOUR ARTICLE OF NOVEMBER 10, 1964

ON THE SUBJECT OF THE

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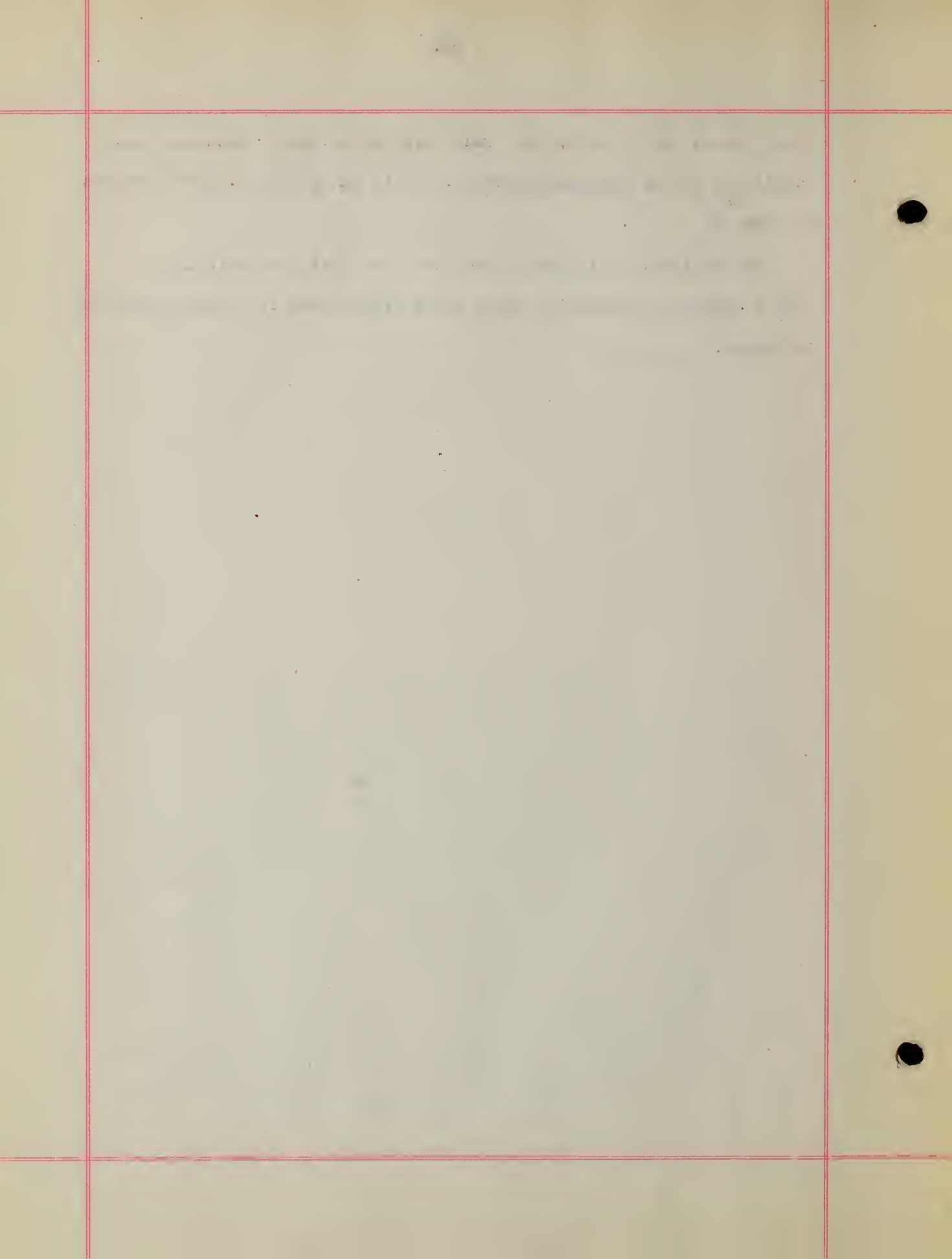
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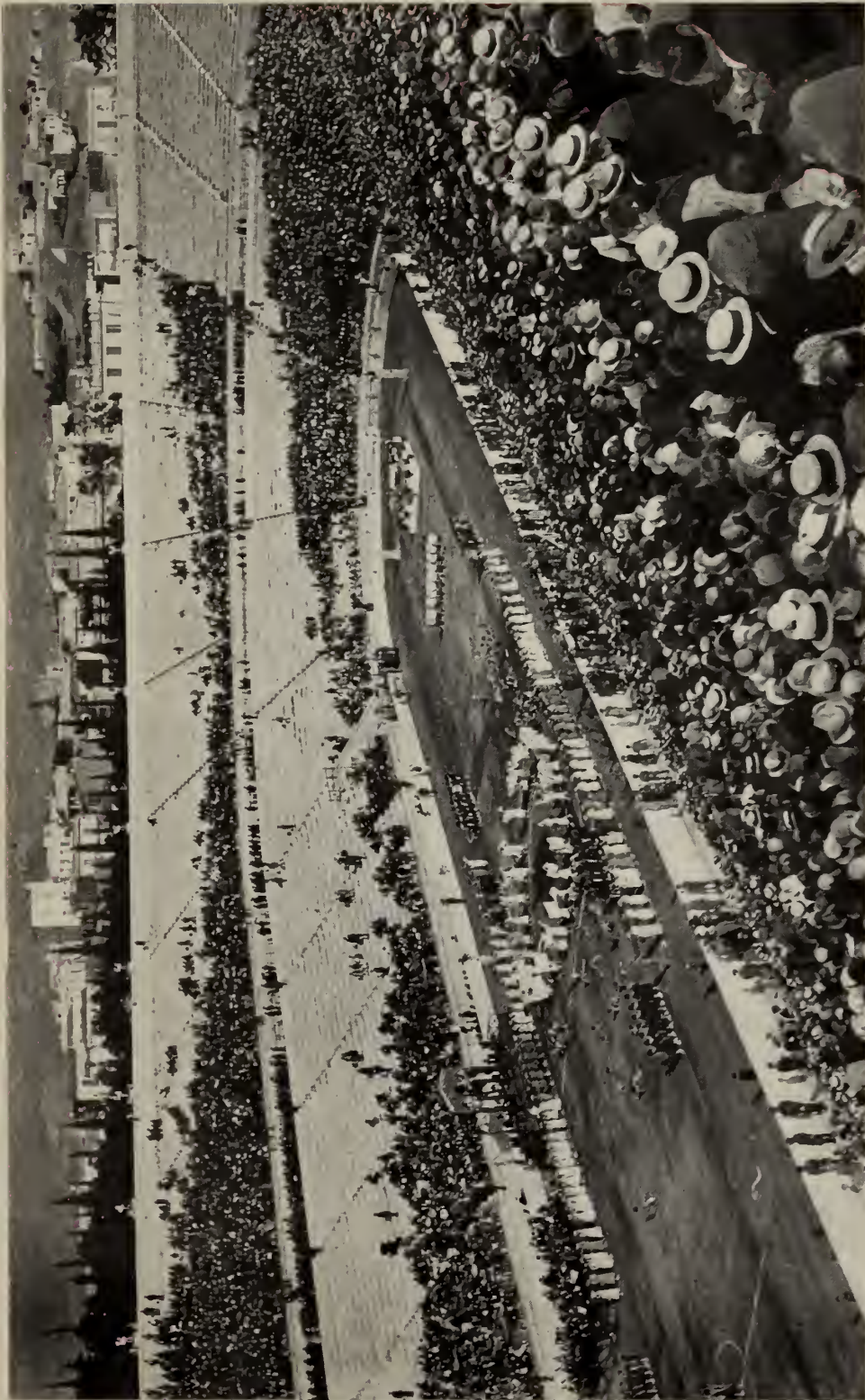
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These dances are given by the young boys and girls of Athens on many occasions, in the Stadium of Athens, and in other places. (see pictures on page 84).

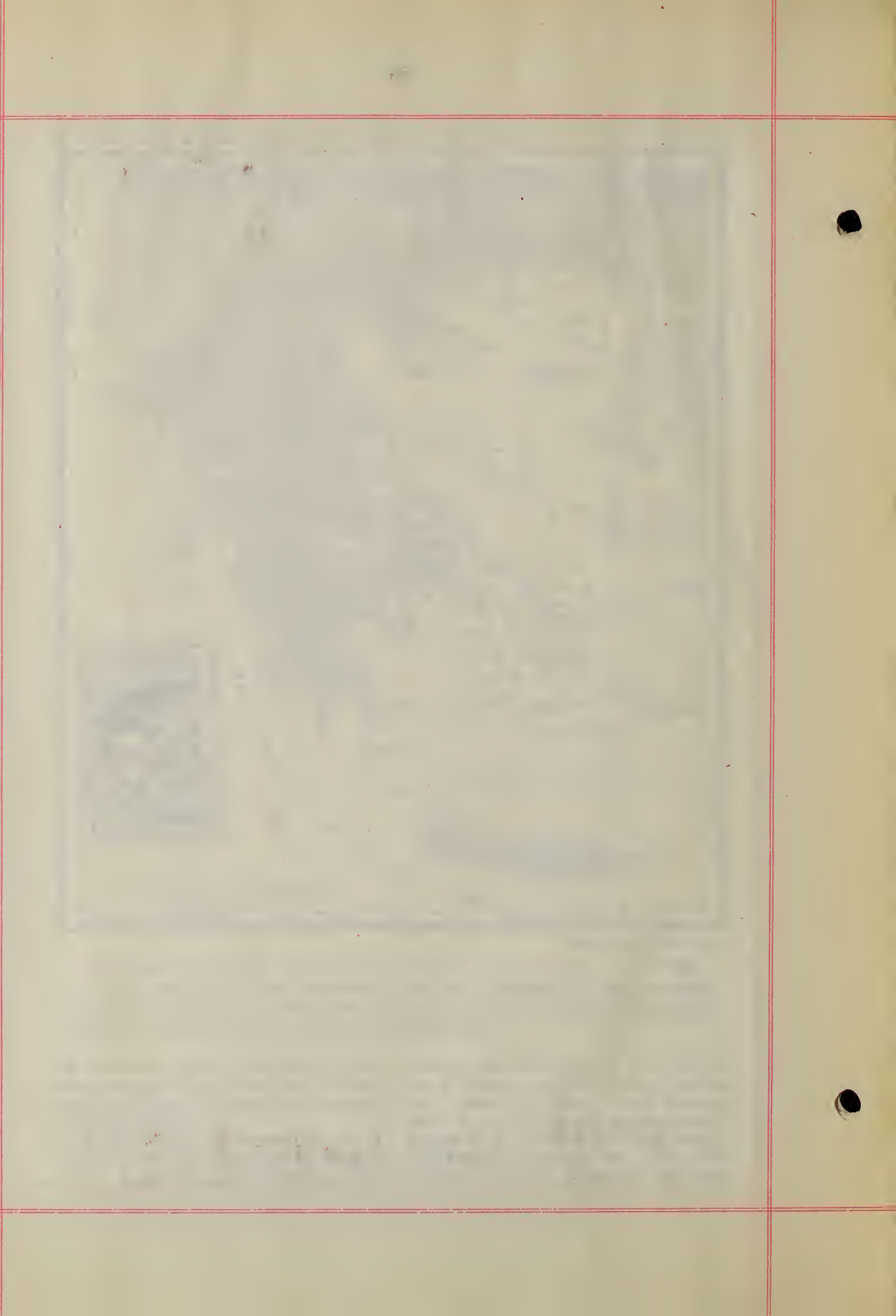
To conclude, it is easy to see that the field of Medical and Social Welfare is receiving great consideration and increasing attention in Greece.





THE ANCIENT STADIUM DURING A LYCIUM CLUB PAGEANT

The followers of Orpheus, wearing white, have triumphed over the Amazons of an earlier day. On the parapets, evzones () stand like statues. Most of the crowd chooses the shady side. During the visit of delegates of the American Hellenic Educational Progressive Association (AHEPA) every seat was occupied. At the right end of the field are two ancient Hermes, or turning posts. The stadium was sheathed in marble for the second time just prior to the revival of the Olympic games in 1906.





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A BATTLE FRIEZE COPIED FROM THE ART OF ANTIQUITY

Natural-Color Photograph by Maynard Owen Williams

Members of the Salonika Y. M. C. A. here impersonate their Macedonian warrior ancestors in the ancient Stadium at Delphi.



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TEACHERS

Training of elementary school teachers:-- Teachers for the elementary schools are trained in normal schools, giving a five-year course. Admission to the normal school is based on either the completion of the semigymnasium, the city school for girls, or of the first two years of the gymnasium, and the candidates for admission must pass an entrance examination, and generally, a medical examination.

The work of the first three years is devoted to an extension of general education, while in the last two years, higher academic subjects are given, and in conjunction, a good type of professional training, with an emphasis on general and special methods of teaching. This work is conducted in connection with school visitations and practice-teaching by the students.

During the fourth year, the work consists of visitations to elementary schools, where directed observation of the work of experienced teachers takes place, of simple analysis of lessons, and of occasional short teaching assignments. Most of the last year is devoted to teaching-practice by the students in the practice-school, which is attached to the normal school. One hour every week is spent in the discussion and criticism of the practice lessons by the students, under the guidance and council of the professor of education in the normal school.

The methods of instruction in the normal school itself are

educative, as they do not aim to impart only the knowledge needed by the future teachers, but to arouse at the same time, the initiative of the students, to develop the spirit of observation and reflection, and to include practical application.

The following table gives the program of studies, and time schedule in hours per week for normal schools:

PROGRAM OF STUDIES AND TIME-SCHEDULE IN NORMAL SCHOOLS (*)

Subjects	I	II	III	IV	V	Total
Religion	2	2	2	1	1	8
Ancient and modern Greek	9	8	7	6	6	36
French	3	2	2	2	2	11
German or English (Optional)	2	2	2	2	2	10
History	2	2	2	2	-	8
Geography	-	2	2	-	-	4
Mathematics	2	2	2	2	-	8
Biology	2	2	2	2	-	8
Physics	1	2	1	1	-	5
Chemistry	2	-	-	-	-	2
General and Child Psy.	-	-	2	2	-	4
General and special Meth.	-	-	-	4	12	16
General education	-	-	-	-	3	3
History of education	-	-	-	-	2	2
Hygiene	-	-	1	1	-	2
Agri. and animal husbandry	-	2	2	2	1	7
Home economics	-	-	1	1	-	2
Drawing	2	2	2	2	$1\frac{1}{2}$	$9\frac{1}{2}$
Manual training	2	2	2	2	$1\frac{1}{2}$	$9\frac{1}{2}$
Physical education	3	3	3	3	3	15
Vocal and instrumental music	4	4	3	3	2	16
Teaching Practice	-	-	-	-	1	1
Total	36	37	38	38	38	187

(*) Bulletin of the Ministry of Education, Course of Study for Normal Schools, 1932, p. 32.

The following table shows the results of the experiments conducted on the 15th of May 1881. The first column gives the number of the experiment, the second column the time taken for the reaction to take place, and the third column the amount of gas evolved. The fourth column gives the temperature of the water in the bath, and the fifth column the pressure of the atmosphere.

Experiment	Time taken for reaction to take place	Amount of gas evolved	Temperature of water in bath	Pressure of atmosphere
1	1.2	1.5	15.0	760.0
2	1.5	1.8	15.0	760.0
3	1.8	2.1	15.0	760.0
4	2.1	2.4	15.0	760.0
5	2.4	2.7	15.0	760.0
6	2.7	3.0	15.0	760.0
7	3.0	3.3	15.0	760.0
8	3.3	3.6	15.0	760.0
9	3.6	3.9	15.0	760.0
10	3.9	4.2	15.0	760.0
11	4.2	4.5	15.0	760.0
12	4.5	4.8	15.0	760.0
13	4.8	5.1	15.0	760.0
14	5.1	5.4	15.0	760.0
15	5.4	5.7	15.0	760.0

The results of the experiments show that the rate of reaction increases with the temperature of the water in the bath, and also with the pressure of the atmosphere. The amount of gas evolved also increases with the temperature of the water in the bath, and also with the pressure of the atmosphere.

At the end of the fifth year, the students, on passing a final examination, receive a diploma certifying their fitness to teach in an elementary school.

The normal schools charge no tuition, but students must purchase their books and other supplies.

There are now in Greece, 19 normal schools, with an enrollment of 3196, of which number, 2061 are boys, and 835 are girls.

Requirements for teachers in secondary schools:-- No one may receive a permanent appointment as teacher in any secondary school who has not attended a university for at least four years, and passed the examinations conducted by the Ministry of Education.

The departments of the Greek Universities which prepare teachers for the various subjects of secondary schools are the following:

- (1) Department of religion, preparing teachers of religion.
- (2) Department of philosophy, for teachers of the classics, modern Greek, and history.
- (3) Department of mathematics, for teachers of mathematics.
- (4) Department of physics, for teachers of physics and the natural sciences.

All students of any of the above mentioned departments must take, in addition to their special subjects, courses in the departments of philosophy, courses in professional subjects, such as general and educational psychology; logic; and theory of education.

Secondary school teachers of modern languages and skill subjects must be graduates of special institutions of University level.

The graduates of a university and of other institutions who wish to be appointed as teachers in secondary schools, must pass a special examination, conducted by the Ministry of Education. The aim of the examination is to show whether or not the candidate is familiar with the theory of education and instruction, and sufficiently prepared in the practice of his profession so that he can be recognized as eligible for appointment in secondary schools.

Improvement of teachers in service:-- For the improvement of elementary school teachers in service, the University of Athens gives a two-year post-graduate course. Every year, about forty from among the ablest of the elementary school teachers are sent to attend this course, by the Ministry of Education, with pay and a grant for traveling expenses. Modern methods, child psychology, theory of education, history of philosophy, biology, hygiene, and other subjects are taught. Those teachers who complete the course are eligible for the position of principals or inspectors of elementary schools.

Normal school of secondary education:-- This institution located in Athens, give a one-year post-graduate course for secondary-school teachers in service. The course is attended every year by fifty teachers, who are granted leave of absence with pay, by the Ministry of Education.

The subjects taught in this institution are: educational psychology, general and special methods, educational philosophy, history of education, elements of political economy, and hygiene.

A model gymnasium and practical lyceum, whose faculties are com-

The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The scientific aspect of the problem is concerned with the question of how life arose from non-life. The philosophical aspect is concerned with the question of whether life is a necessary part of the universe or whether it is a mere accident.

The second part of the paper is devoted to a discussion of the various theories of the origin of life. It is shown that there are three main theories: the theory of spontaneous generation, the theory of panspermia, and the theory of abiogenesis. The theory of spontaneous generation is the oldest and simplest, but it is also the least plausible. The theory of panspermia is the most plausible, but it is also the most difficult to test. The theory of abiogenesis is the most recent and most complex, but it is also the most promising.

The third part of the paper is devoted to a discussion of the various experiments that have been carried out to test the various theories of the origin of life. It is shown that the experiments have been carried out in a variety of ways, and that they have produced a variety of results. Some of the results have been in favor of spontaneous generation, some have been in favor of panspermia, and some have been in favor of abiogenesis.

The fourth part of the paper is devoted to a discussion of the various implications of the various theories of the origin of life. It is shown that the theories have a variety of implications, both for science and for philosophy. The theory of spontaneous generation implies that life is a necessary part of the universe. The theory of panspermia implies that life is a mere accident. The theory of abiogenesis implies that life is a necessary part of the universe.

posed of selected teachers, are attached to the institution for the observation of teaching-practice of the students. During the year of attendance, the students are required to observe for at least 200 hours, must give at least 20 practical lessons, which are criticized by appropriate teachers in the model schools, and must participate in the discussions of educational problems, generally conducted under the direction of the professor in education of the school. At the end of the year a degree is granted to those of the students who have fulfilled all the requirements of the school, and who have passed successfully the final examination. The scientific elaboration of a thesis on approved subjects is among the requirements.

The present tendency is to increase the length of the course to two years.

To promote educational progress, the government is also sending a number of teachers each year to pedagogical institutes, and other professional institutions in Europe and in the United States, to directly study recent educational developments.

The training of teachers in service is also improved by a variety of informal and formal agencies, such as educational periodicals and various publications of the Ministry of Education, professional libraries existing in each school, monthly conferences of the faculty of each school, annual district conferences, country conferences, attended by delegates from the district conferences, etc. These conferences discuss problems announced in advance, and the most important questions relating to education.

Appointment of teachers:-- Teachers who wish to teach in elementary schools are recommended by the Local Boards of Education, to the Ministry of Education for appointment to vacant positions.

Secondary school teachers must apply for appointment directly to the Central Board of Education. (see page 16).

Teaching load:-- Elementary, as well as secondary school teachers and principals are required to give a definite number of periods of instruction each week, and in addition, to be responsible for supervision during recess, participation in conferences and excursions, relations with parents, and, in the case of principals,--administrative matters.

The teaching load is at present fixed, as follows:

TEACHING LOAD AND DISTRIBUTION

Principals of large sec. schools	10 periods a week
Principals of small sec. schools	14 periods a week
Senior teachers of sec. schools	18 periods a week
Junior teachers of sec. schools	24 periods a week
Principals of elementary schools	20 periods a week
Teachers of elementary schools	30 periods a week

Occasionally, and as a temporary measure, these figures may be increased, as for substitute work in cases of illness or absence on leave, of some member of the faculty.

Salaries of teachers:-- There is a uniform scale of salaries for

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all the public servants of the state, with eleven steps, divided into two grades, according to preparation.

As for the teachers, those who are graduates of the higher institutions fall in the first grade, while the graduates of normal schools only, fall in the second grade.

Elementary school teachers can attain the salaries of the first grade only by adding to their professional educational training, a sufficient amount of courses in the University to entitle them to a university degree.

In a sense, this is an injustice to them, for many able teachers give long years of efficient service with no hope of advancement into the highest steps of the scale, unless they fulfill the above requirements.

On the other hand, it is good for the elementary school field, for if it were allowed to elementary school teachers of ability to leave the elementary schools, and advance to the secondary schools, then only less experienced or inferior teachers would remain in the elementary schools.

The following table gives the monthly salaries of teachers, which correspond with the grading of other officials in the civic service:

(See next page for table)

TABLE OF THE MONTHLY SALARIES OF TEACHERS
(in drachmas)

Steps	Amount	
	Second grade	
Writer B'	1400	Elementary sch. teachers
Writer A'	1640	
Attendant	1880	
Secretary B'	2480	
Secretary A'	3080	
Suggester	3280	
	First grade	
Head of department B'	3720	Secondary sch. teachers
Head of department A'	4600	
Director B'	5150	
Director A'	5700	
Legisl. Advisor	6250	

This amount is increased by from 5 to 20 per cent, depending upon years of service. The years of service are taken into account in determining salaries, so that teachers advance a step on the scale for every five years of good service. Teachers who are excellent in their profession may be promoted to the next higher step before completing the five years of service. Promotion to a principalship is accompani-

ed by advancement of one or two steps, and only teachers of great ability are promoted to principalships.

Teachers in public schools have the right to free medical service and medicines, to an amount of money not exceeding their monthly salary, and in case of death, are buried at public expense.

Pensions:-- A deduction of $7\frac{1}{2}$ per cent of each month's salary is made for the pension fund. The pension is granted after 25 years of service, and on reaching 60 years of age. The allowance is 55 per cent of the salary received during the last year of service, and rises after 30 years of service to 75 per cent. In case of incurable disease contracted in service, a disability allowance of 75 to 90 per cent of the salary is paid after five years of service. In case of death, the widow is entitled to one half of the pension (35 per cent of salary after 5 years of service), and each child (if any) to one-sixth, with a maximum of one half for all children until they reach the age of nineteen.

Besides the pension, provision was made in 1926, for a national system of insurance, compulsory for all school teachers. According to this provision, a deduction of 3 per cent from the salary is made for the insurance fund, and every teacher receives, when he retires, a payment in cash besides his pension, the total amount depending upon the length of service, and the salary of the last year.

In addition to these above pension provisions, there is a Co-operative Trust Treasury, supervised and partially controlled by the state, to which teachers must pay 2 per cent of their monthly salary. This

The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The second part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The third part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The fourth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The fifth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The sixth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The seventh part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The eighth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The ninth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The tenth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one.

Co-operative Trust Treasury invests the teachers' money in sound enterprises, and at the time of a teacher's retirement, he receives monthly payments according to the years of service and the salary of his last year.

Tenure and status of teachers:-- The rights and duties of teachers have been defined by law. Every teacher, is appointed to a vacancy by a decree, and must take an oath promising loyalty to the state, obedience to the law, and conscientious fulfillment of professional duties. Once appointed a teacher, he may continue in service until he is 60 years of age, unless he is dismissed from service for any of the following reasons:

- (1) If he abandons, wilfully and without due cause, his position, for more than ten days.
- (2) For inefficiency, which must be proved.
- (3) If, after being transferred, he does not assume his new position within 20 days.
- (4) If he is disciplined twice in the same year.
- (5) For immoral conduct.
- (6) If he is punished by a court, in such a degree as to deprive him of political rights.
- (7) If, on account of mental or physical disability, he is unable to continue in service.

A woman teacher is not dismissed upon marriage, but may continue her work indefinitely.

There is a State Board of Appeals to which any teacher who feels

1. The first part of the paper discusses the importance of the study and the objectives of the research.

2. The second part of the paper discusses the methodology used in the study and the data collection process.

3. The third part of the paper discusses the results of the study and the conclusions drawn from the data.

4. The fourth part of the paper discusses the implications of the study and the recommendations for future research.

5. The fifth part of the paper discusses the limitations of the study and the strengths of the research.

6. The sixth part of the paper discusses the contributions of the study to the field of research.

7. The seventh part of the paper discusses the acknowledgments and the references used in the study.

himself unjustly treated, may repair for redress of grievances.

THE UNIVERSITY OF CHICAGO

UNIVERSITY EDUCATION

There are in Greece two agencies for the highest type of culture, the National University of Athens, founded in 1837, and the University of Salonica, established in 1926. The National University of Athens, now in existence for 95 years, is an institution highly respected for its fine work and for its valuable contribution to the progress of the Greek state, since it creates legislators, publicists, and men of letters, who act as leaders of the people.

The University of Salonica is a new one. The plan and purpose of the founders is to make this university one of the greatest centers for highest culture.

Administration:-- The administration of the universities is under the general supervision of the Ministry of Education, but they enjoy a large measure of autonomy, especially in instructional and academic matters. The state, as the organizer of educational activities, must marshal them to certain definite goals already mentioned, and could not give complete self-control to the highest institutions, which are such strong agencies for the molding of national character. (See Philosophy underlying the Greek Educational System, page 7).

The universities are headed by rectors. The rector, the pro-rector, the deans of the faculties of the various departments, and one delegate from each department, constitute the Senate, which conducts the inner

affairs of the university, including determination of administrative, academic, and disciplinary matters.

The rector is elected for a year by the delegates of the faculties from each department, in rotation. He is the responsible administrative head of the institution, and the chairman of the senate. He acts as the university's representative at public functions, and in its official relations with the Ministry of Education. During each year, the rector of the preceding year acts as pro-rector, assisting, or occasionally replacing, the rector in his duties.

The faculty councils consist of the professors of each department faculty. They administer the affairs of the faculty, and are presided over by the means elected for one year, by the members of the faculty.

Professors are nominated by the faculty of the department concerned, and then appointed by the Minister of Education, who has the right to refuse the appointment, for significant reasons concerning the candidate.

The professors are always selected with great care, and must go through a rigid process, which weeds out undesirable or incompetent applicants before an appointment is made. Many able men occupy chairs in the present faculties.

Each professor is appointed to a chair, which entitles its occupant to teach one subject of a course, a position which usually involves three to five hours of teaching a week.

Regular attendance in universities is compulsory to those registered in them, and since the elective system of courses does not exist

there, all the students in the same department, must follow the same curriculum.

The courses for a degree cover a period of from four years, to six or seven, according to the field being studied. At the end of the last year of a student's work, oral examinations are conducted in the subject matter of the various courses taught in the university. Each student must pass these examinations successfully before being eligible for his degree. Written examinations are given at regular periods throughout the college years.

In the University of Athens there are nine departments, as follows:

- (1) Theology
- (2) Philosophy
- (3) Law
- (4) Medicine
- (5) Dentistry
- (6) Pharmacy
- (7) Mathematics
- (8) Chemistry and Physics

The enrollment in the various departments of the National University of Athens in 1901 is shown in the following table:

(See following page for table)

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THE ENROLLMENT BY DEPARTMENT IN ALEXANDRIA UNIVERSITY (*)

Departments	Men	Women	Total
Theology	175	3	178
Philosophy	359	124	483
Law	2071	44	2115
Medicine	1365	99	1464
Dentistry	215	98	313
Pharmacy	153	34	187
Mathematics	310	10	320
Chemistry	62	6	68
Physics	137	18	155
Total	4847	436	5283

The number of full professors of the various departments is 98, and the number of assistant professors is 31.

The University of Salonica, at present, is composed of three departments,-- the department of philosophy, political and economic sciences, and the department of physicomathematics, in which are teaching, 29 full professors, 13 part-time, and 6 assistant professors.

(*) Bulletin of the University of Athens, 1931, p. 27.

No.	Name	Address	City	State	Country
1	Dr. J. H. Smith	123 Main St.	Chicago	Ill.	U.S.A.
2	Dr. W. E. Jones	456 Oak St.	New York	N.Y.	U.S.A.
3	Dr. R. L. Brown	789 Pine St.	Los Angeles	Calif.	U.S.A.
4	Dr. M. K. White	101 Elm St.	Philadelphia	Penn.	U.S.A.
5	Dr. A. B. Green	202 Cedar St.	Boston	Mass.	U.S.A.
6	Dr. C. D. Black	303 Maple St.	San Francisco	Calif.	U.S.A.
7	Dr. F. G. Gray	404 Birch St.	Seattle	Wash.	U.S.A.
8	Dr. H. I. Blue	505 Spruce St.	Portland	Maine	U.S.A.
9	Dr. J. K. Red	606 Ash St.	Denver	Colo.	U.S.A.
10	Dr. L. M. Yellow	707 Hickory St.	St. Louis	Mo.	U.S.A.
11	Dr. N. O. Purple	808 Walnut St.	Indianapolis	Ind.	U.S.A.
12	Dr. P. Q. Brown	909 Chestnut St.	Cincinnati	Ohio	U.S.A.
13	Dr. R. S. Green	1010 Locust St.	Kansas City	Mo.	U.S.A.
14	Dr. T. U. White	1111 Madison St.	Omaha	Nebr.	U.S.A.
15	Dr. V. W. Black	1212 Franklin St.	Lincoln	Nebr.	U.S.A.
16	Dr. X. Y. Gray	1313 Jefferson St.	St. Paul	Minn.	U.S.A.
17	Dr. Z. A. Blue	1414 Adams St.	Minneapolis	Minn.	U.S.A.
18	Dr. B. C. Red	1515 Broadway	Chicago	Ill.	U.S.A.
19	Dr. D. E. Yellow	1616 Dearborn St.	Chicago	Ill.	U.S.A.
20	Dr. F. G. Purple	1717 Michigan St.	Chicago	Ill.	U.S.A.

THE JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION
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Entrance requirements:-- Admission to the universities is based on the completion of the curriculum of the secondary school. Students who graduate from the gymnasium or practical lyceum are required to submit to an entrance examination, in subjects that vary with the department to which admission is desired. The general standards of the examinations are being raised, so as to require evidence of a sound general education, and ability to think, as well as a good memory.

At the time of this writing, a decree has just been passed, which will reform the general organization of the universities, and which aims, among other things, to fix, from year to year, the number of students admitted to the various departments in the universities, in order to eliminate an over-crowding of the professions. The universities and the schools that prepare for them are over-crowded beyond the need of society. The state is thus compelled to set up a restrictive system, directed toward the qualitative selection of candidates for official degrees. (See Tendencies in Secondary Education, page 51).

Tuition Fees:-- The universities are supported by money coming from fees, endowments, various donations, and subsidation on the part of the state. In the case of Salonica University, a revenue from a special tax of two per cent on all merchandise entering the port of Salonica, contributes to its maintenance.

The students have to pay registration and examination fees, which vary with the different departments. Assistance in the form of Scholarships and prizes, is available to poor students of ability.

The following table shows the fees required by various departments:

TABLE OF FEES
(in drachmas)

Departments	Registration	Examination	Total
Theology	2000	750	2750
Philosophy	2000	750	2750
Law	2500	1500	4000
Medicine	3500	1500	5000
Dentistry	3500	1500	5000
Pharmacy	3500	1500	5000
Mathematics	2000	750	2750
Chemistry	3500	1500	5000
Physics	3500	1500	5000

Other Institutions:-- Among the other institutions existing in Greece, the most important are the archeological schools, which, because of the abundance of ancient statues, monuments, temples, and other relics of the past, are able to give a thorough training in this field.

An academy of science was established in 1926, and is housed in a beautiful white marble building in Athens, which was erected with funds left by Mr. Sinas, in 1840. The Academy has forty members, elected by

Note: The data of the above table was supplied by the Registration Office of Athens University.

university professors and representatives of other learned groups in Greece. The members are divided into three groups, representing pure sciences, applied sciences, and the arts.

The purpose of this academy is the advancement of the arts and sciences in general, and awards medals of distinction and money prizes to persons who have done something outstanding in the interest of humanity.

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The present
educational system
greece.

Thesis

Papaeliou, P.C.

1932

Papaeliou, Panagiotis C.
The present educational
system of Greece.

